ENGLISH READER

10

TAMIL NADU TEXT BOOK SOCIETY

ENGLISH READER

STANDARD X

Untouchability is a sin.
Untouchability is a crime.
Untouchability is inhuman.

TAMILNADU TEXTBOOK SOCIETY
MADRAS

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THE NATIONAL ANTHEM

FULL VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he.

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya jaya he!

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Jamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise.
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee

THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;
Deccan is her brow crescent-like on which the fragrant 'Tilak' is the blessed Dravidian land.
Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.
Praise unto You, Goddess Tamil, whose majestic youthfulness inspires awe and ecstasy.

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MEMORITER

1. To a Butterfly.
2. Where the Mind is without Fear.
3. A Thing of Beauty.
4. The Lotus.

A WORD TO THE TEACHER

The lessons in this book are in three parts. Part I presents the new teaching items and words situationally. It is obvious that a detailed situational presentation of structures and words is not possible. The examples given may be treated as models; the teacher should present more such examples in greater detail. The revised syllabus for Std. X does not contain many new teaching items. So it has been possible to revise a few significant structures through some of the lessons. Certain teaching items do not lend themselves to frequent repetition in the body of the lesson; they should, however, be presented in detail

The exercises in Part III are meant to reinforce the teaching items already presented and practised through Parts I and II (the lesson itself). An attempt is made to bring in as much variety as possible in providing more practice in the use of structures and words. Pupils should, as far as possible, give the answers orally first, writing them down afterwards. Some topics for composition have also been suggested; similar topics could be thought of by the teacher. It is necessary that all the exercises given in Part III should be done in class.

The questions at the end of the poems have been so designed as to make the pupils study the poems intelligently. It is hoped that the questions will make them appreciate the poems better.

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LESSON 1

PART I

(There is no new teaching item in this lesson)

1. PREPARATION AND PRACTICE:

A. Teaching Item: If clause — type 3

1. Mr Prasad did not reach the station in time. He did not catch the train.

   If Mr Prasad *had reached the station* in time, he *would have caught* the train.

2. Santhi did not study well. She did not get good marks

   If Santhi *had studied* well, she *would have got* good marks

3. Meera was not careful. She fell down and hurt herself.

   If Meera *had been careful*, she *would not have fallen down* and hurt herself.

4. Rajesh went to the cinema. He missed his class in the afternoon.

   If Rajesh *had not gone* to the cinema, he *would not have missed* his class in the afternoon.

B. Teaching Item: Reported Speech.

Present:

1. *Kannan*: We will have a holiday tomorrow.

   Gopal: What is Kannan saying?

   Chandar: Kannan is saying that we will have a holiday tomorrow.

2. *Nagesh* (to Chandar): We have won the World Cup in Hockey.

Mani (to Balu): What is Nagesh saying ?

Balu: He is saying that we have won the World Cup in Hockey.

Past and Future:

1. Mr Khan said to the driver, "You are driving too fast. It's dangerous."

   Mr Khan told the driver that he was driving too fast and that it was dangerous.
   (Note the change of tense in the verbs.)

2. Gopal said to his friend, "Somu, whenever you are in trouble, I shall help you."

   Gopal told his friend Somu that whenever Somu was in trouble, he would help him.

3. The Minister said, "We have to work very hard so that we can build up a prosperous nation. There is no time to waste."

   The Minister said that we had to work very hard so that we could build up a prosperous nation. He added that there was no time to waste.

4. "If you want to get well, follow my instructions carefully," said the doctor to the patient.

   The doctor told the patient that if he wanted to get well, he should follow the doctor's instructions carefully.

Reported Speech using *whether or if*:

1. "Can you tell me when our examinations are going to begin?" Lila asked Padmini.

   Lila asked Padmini whether she could tell her when their examinations were going to begin.

2. The manager asked the typist, "Have you typed that letter?"

   The Manager asked the typist whether (if) he/she had typed that letter.

3. Mohana asked her friend, "Is the programme today or tomorrow?"

   Mohana asked her friend whether the programme was on that day or the next.

4. "Are you sure that the boy is ill?" said the teacher to the captain.

   The teacher asked the captain whether he was sure that the boy was ill.

Words and Phrases:

1. *revolt* (n):
   The king was very cruel. The People became very angry. They rose in *revolt* against him.

2. *condemned to*:
   It was clear to the judge that the man had committed the murder. He *condemned* the murderer to death.

3. *oppress*:
   We read in history about kings who were cruel. They were unjust and proud. They *oppressed* the people.

4. *accuse (some one) of*:
The Police brought a man before the judge. They *accused him of* theft.

5. *acquit*:
The judge found him innocent and *acquitted* him. He was set free.

6. *in common*:
There are many things *in common* between Joseph and Henry. They are the same age and height. They go to the same school. They like the same books and play the same games.

7. *evidence* :
The young boy was brave enongh to give *evidence* in the court.

8. *to burst into* :
We actually *burst into* tears when we heard about the havoc caused by the cyclone in the Tamilnadu and the Andhra Pradesh.

9. *selfless* :
The *selfless* sacrifice of great leaders like Mahatma Gandhi made our country free from foreign role.

10. *offence* :
It is an *offence* to park a car in the "No parking area".

PART II

GOPAL KRISHNA GOKHALE



Among the builders of modern India, Gopal Krishna Gokhale occupies a high place. He had several great qualities in common with Mahatma Gandhi. Gandhiji, in fact looked upon him as his political guru.

Gokhale was born on May 9, 1866 at the small village of Kotlak in Ratnagiri district of the old Bombay Presidency. He had an elder brother named Govind Rao and four sisters. His father, Krishna Rao, had a poor income. Living was difficult for the family. The sons' education was much more difficult. Making matters still worse, Krishna Rao died. Then Gokhale was barely 13 and his brother was 18. The brothers should have stopped attending school, but the elder brother Govind Rao made up his mind that Gokhale should continue his studies. Govind Rao, took up a job on Rs. 15/- a month and gave Gokhale Rs. 8/- a month for his expenses.

If Govind Rao had not helped Gokhale like this, Gokhale would not have continued his studies.

Gokhale had to go without food sometimes. Very often he had to read under street lights. With great strength of mind, he pulled on. He was a quiet and industrious student with an extraordinary memory. He was also noble and upright in his conduct. Even as a boy he gave evidence of his future greatness. Once his mathematics teacher set his class a piece of home work. The next day the teacher asked them if they had done it. They had not done it because it was too difficult for them. So they remained silent. The teacher looked into their note-books. He found that Gokhale alone had done it. He was very happy and offered his congratulations to Gokhale. He patted him on the back and asked him to move up to the top of the class. Instead of rejoicing, Gokhale burst into tears. The teacher was very much surprised and asked him why he was sobbing. After a little while, Gokhale told the teacher in a broken voice that he did not deserve any honour. He stated that he did not do the home work himself. He added that someone else did it for him. The teacher was struck with his uprightness and loved him all the more. Gokhale passed the Matriculation Examination when he was just 15. This was an achievement in those days. Gokhale wanted to stop his studies and to start earning as he did not want to be a burden to his brother. But his brother would not agree to it. His brother's wife offered all her jewellery for his education. If she had not made this sacrifice, he would not have gone to College. At College too,

he made his mark as a brilliant student by his hard work. If he had been easy going, he would not have made that impression. He would commit pages after pages to memory. He passed the B.A. Degree Examination in 1884 when he was only 18. It was too much for Gokhale to study any longer. It became his urgent duty to earn and help the family. He joined the New English School as a teacher on a salary of Rs. 35/- a month.

This school was founded by a band of patriotic and public-spirited men like Chiplunkar, Tilak and Agarkar. Their ideals of education were in common with those of Gokhale's. They had formed themselves into an association called Deccan Education Society with the object of running schools and colleges on national lines. It was their principle that a life-member of the society should work in a spirit of sacrifice and be satisfied with a meagre salary. They prevailed on Gokhale to become a life-member. If he had cared only for himself, he would have become much richer by joining some other profession. But he cared more for the nation. Through their devoted efforts they developed the school into the Fergusson College in 1885. Here Gokhale taught English, History and Political Economy though his subject was Mathematics. He proved himself to be a very good teacher. He prepared his lessons thoroughly before he went to teach. Whatever work he took up, he did it sincerely.

It was at this time Gokhale came into contact with Mahadev Govind Ranade who was considered 'the

uncrowned king of Poona.' Gokhale looked upon Ranade as his master. Under the influence of this great master, he got trained in politics and developed into a public worker and a famous parliamentarian.

In 1889, he took part in the Indian National Congress session held in Bombay. In 1891, he became the Secretary of the Deccan Education Society. He collected funds and developed the Fergusson College further. In 1895, he was elected the Joint Secretary of the Indian National Congress and a Fellow of the Bombay University. In 1897, he paid a visit to England in order to give evidence before the Welby Commission. Thus his sphere of service became wider and wider.

In 1899, he was elected Member of the Bombay Legislative Council. There his work was very much appreciated. In 1902, he was elected to the Imperial Legislative Council in Delhi. He retired from the Fergusson College which he loved dearly. His Farewell Address given at the time of leaving the college is memorable. In the course of it, he said:

"Public life in this country has few rewards and many trials and discouragements. The prospect of work to be done is vast and no one can say what is on the other side - how all this work may end. But one thing is clear. Those who feel in the matter as I do must devote themselves to the work in a spirit of hope and faith and seek only the satisfaction which comes from all disinterested exertions."

This shows that he never expected any reward or praise for his services. Those were the days when many people felt that only a revolt would bring freedom. Government on its part accused selfless leaders like Lala Lajput Rai and Bal Gangadhar Tilak of treason and other serious offences. People were convinced that they were innocent and desired that they should be acquitted. But the Government condemned them to long terms of imprisonment. The leaders underwent all the punishment with courage. A great majority of the people and leaders followed the path of agitation and violent struggle. But Gokhale believed in constitutional methods and parliamentary growth. Hence they used to call him a moderate. Sometimes they would find fault with him. Unaffected by criticisms and unshaken by difficulties, he carried on his patriotic work in the light of his own conscience.

On June 12, 1905, he founded the Servants of India Society with a view to training men for dedicated service to our country. He served in the Imperial Legislative Council for nearly 13 years. His budget speeches were masterly. He focussed attention on subjects like the expenditure on the army, salt duty, taxation, elementary education and Indianisation of services. His views were respected even by great Englishmen like Minto, Morley and Curzon. He presided over the Benares Session of the Indian National Congress. He paid seven visits to England for discussion of important problems of our country. He visited South Africa to find measures to help the Indians there who were oppressed by the white people. He worked for the unity of the Hindus and the

Muslims. He endeavoured to reconcile the East and West. Greater than all these services and achievements was the deep impression he was able to make on Mahatma Gandhi 'the father of our nation.' Gandhiji held him in high regard. He said: "Mr Gokhale taught me that the dream of every Indian who claims to love his country should be not to glorify in language but to spiritualise the life of our country. He inspired my life and is still inspiring it; and in that I wish to purify myself and spiritualise myself. I think that political life must be an echo of private life and that there should be no divorce from the two."

Every student should strive to follow in the footsteps of Gokhale and Mahatma Gandhi and serve our country with dedication.

PART III

Exercises

I. Comprehension Questions:

1. Give a brief account of the birth and parentage of Gopal Krishna Gokhale.
2. How was Gokhale helped to continue his studies after his father's death?
3. What qualities did Gokhale show when he was a student?
4. How did he happen to join the Deccan Education Society?
5. How did he prove himself to be a very good teacher?
6. Who did Gokhale look upon as his master? What was his influence on him?
7. Why did he retire from the Fergusson College?
8. What organisation did he found? What was its aim?
9. How did he influence Gandhiji?

II. Combine the following pairs of sentences using *if*:

Example: The rain did not come in time. The drops failed.
If the rain had come in time, the crops would not have failed.

1. They forgot to lock the door at night. The thief broke into the house.
2. Gopu was careless while waiting in the queue. His pocket was picked.
3. Anand ran across the road. He was knocked down by a car.
4. My friend did not come in time. He could not see me.
5. They did not inform the police in time. The thief escaped.

III. Rewrite the following dialogues in Reported Speech:

(a) "Did the doctor examine you yesterday?" asked Mohan.
"Yes, he did," replied Ravi.
"What did he say?"
"He doesn't think that there is anything seriously wrong with me. He says that I am eating too much."

(b) The villager asked the postman, "Have you a money order for me?"
"No, I do not have any."
"What have you got in your hand?"
"I have a letter for you," said the postman.

IV. Fill in the blanks in the passage choosing appropriate words from those given below:

accused, innocent, convinced, unconscious, acquitted.

Mr Muniappa was walking along the road early in the morning when he saw a man lying———————at the side of the road. The man was removed to hospital. The police were————————that the man had been hit on the head and robbed of his money. In a few hours they arrested a man and————————him of the crime. He was taken before a magistrate and tried. The arrested man was in fact—————. The magistrate———him.

LESSON 2

PART 1

PREPARATION AND PRACTICE

Teaching Items:

seems (to be)+complement

appears (to be)+complement

1. Mount Everest is about 8,848 metres high and is always covered with snow.

   A number of people attempted to climb the peak but failed. It *seemed impossible* to reach the peak. But Tenzing and Hillary climbed Mount Everest in 1953. What had *seemed impossible* for several mountaineers became possible for Tenzing and Hillary.

2. All the Olympic athletes were surprised when Jesse Owens ran the hundred metres dash in record time. It *seemed impossible* for the later sprinters (runners) to break his record. But in 1963, Hayes broke the record.

3. The sea which appears to be blue is not blue. The sky that *seems blue* is not really blue. It is because of the rays of the sun it *appears to be blue.*

4. What's the shape of the earth? Is it flat? It is true that it *appears to be flat.* But it is round.

5. Trisect an angle without using the protractor. This *seems to be easy* but it is difficult.

Words and Phrases:

1. *astronauts*:

   (people trained to travel in spacecraft beyond the earth's atmosphere—to the moon)

2. *possibility:*

i. Water consists of hydrogen and oxygen. Can you divide water into hydrogen and oxygen?

Yes, you can. It is a scientific *possibility.*

ii. Reaching the moon is a *possibility* but reaching the sun is not possible.

3. *theory:*

When an apple fell on Newton's head, he wondered why the fruit had come down and not gone up. He discovered the *theory* of gravity. He proved his *theory.*

4. *puzzle:*

The students in the examination hall were waiting for the question paper in science. But when they saw that the paper given related to mathematics, they were *puzzled.*

5. *mysterious:*

The large footprints people find in the Himalayas are really *mysterious.*

6. *volcanoes:*

Vesuvius is one of the active *volcanoes* in the world. It is in Italy. Are there any *volcanoes* in India?

7. *rumble:*

(heavy continuous sound)

When heavy carts move along the rough streets, *rumbles* are heard.

8. *fantasy:*

A few fearful figures come to the earth from Mars, a distant planet. This is the *fantasy* of H.G. Wells. It may prove to be true later.

9. *invisible:*

You can't see some of the stars without a telescope. They are *invisible.*

Are stars visible or *invisible* during the day?

10. *predict*:

Sometimes it is very difficult to *predict* the election results.

11. *imaginary*:

"Gulliver's Travels" is an *imaginary* story.

12. *character*:

Sydney Carton is a *character* in the novel, "A Tale of Two Cities." Name some other characters in it.

13. *to defend themselves*:

In olden days soldiers fought with swords. They had shields *to defend themselves*.

14. *based on*:

The headmaster prepares a promotion list *based on* the marks secured by the pupils.

15. *robot*:

(mechanical man. A machine which can work like a man.)

PART II

SCIENCE AND STORY WRITERS

The first man to land on the moon was Neil Armstrong, an American astronaut. What had once looked like a dream became a reality. As Armstrong stepped on the moon, he said, "That's one small step for a man, but a giant leap for mankind."

For a hundred years before the first man landed on the moon, writers and scientists had been dreaming of man going to the moon and to planets like Mars. It is natural for writers and thinkers and scientists to think about other planets and wonder what they look like. Even a hundred years ago

scientists knew that going out of the earth's atmosphere was possible if we had rockets which could go



at more than eleven kilometres a second. They also knew that life was not possible on the moon because it was either too hot or too cold to live there. Now we know that all these are true; people have gone there and come back to tell us the story.

Let us now think of a few writers who wrote about scientific possibilities in the form of stories. A scientist conducts experiments and proves his theory, but a writer presents a scientific idea as a story. Nearly a hundred years ago, a French writer called Jules Verne wrote on going to the moon. No one at that time would have thought that it was possible to go to the moon. "Around the World in Eighty days" is the name of another story by Jules Verne. Does it seem so difficult to go round the earth in eighty days? It appeared to be impossible a hundred years ago.

In these days of jet planes which fly faster than sound, eighty days will seem to be too long a time to go round the earth.

Just as man has been puzzled about the planets and stars that he sees above him in the sky, he has also wondered about the centre of the earth. The inside of the earth seems to be as mysterious as the space above us. At certain places fire comes out of the earth through volcanoes. At some other places, rumbles are heard under the earth, and the earth shakes for a few seconds. We call this an earthquake and it causes a lot of destruction. What causes these earthquakes and volcanoes? Is the inside of the earth hot or cold? Jules Verne wrote a book called "A Journey to the Centre of the Earth." His story is a fantasy; but some day people might really go to the centre of the earth. At the moment it seems to be easier to go into outer space than to the centre of the earth.

An Englishman called H.G. Wells wrote similar stories in the early part of this century. He has written a number of stories based on the possibilities of scientific inventions. Now, imagine that your friends cannot see you; you have somehow become invisible. You can do anything anywhere and people will not be able to see you. If people can become invisible, they can do whatever they like. Wells in his book "The Invisible Man" writes of a scientist who discovered a process by which he became invisible. What happens to him is an interesting story.

We now know that there is no life on the moon. But is there life on other planets? We already hear of

flying saucers and rockets which seem to be coming from other planets. There are reports in the newspapers of some people having seen them. About sixty years ago Wells wrote "The War of the Worlds" wherein he describes the Earth being attacked by Mars. His "Time Machine" predicts the dominance of machines in our lives. In one of his short stories he describes a fat man who swallowed some medicine to reduce his weight. He did not lose his fat but became weightless and began to float in the air. At last he had to wear a coat made of lead—a heavy metal—to remain on the ground.

Such stories are called science fiction. The word fiction means an imaginary story. When it is based on a scientific idea, it is called science fiction. Man is fast becoming a slave of the machine. To many people in the civilized world, life would seem to be impossible without motor cars, radios, television and aeroplanes. Robots have been made in the shape of man and they can do more work than men. There are many stories in which robots are characters. Man now controls the robots; will robots control man in the future? With more of machines controlling the life of man day by day, our need to work is becoming less and less. Scientists, writers and thinkers fear that machines will control us in the future; it is up to us to see that we control them.

PART III

Exercises

I. Comprehension Questions:

1. What was the giant leap of mankind? Why was it a giant leap?

2. Quote an instance to prove that fantasies of writers sometimes become true
3. What is Mars?
4. What should be the minimum speed of a rocket to go out of the earth's atmosphere?
5. When a scientist and a story writer have new scientific ideas, what do they do?
6. Mention a few writers who have written stories based on scientific possibilities
7. What did Jules Verne write about?
8. What are earthquakes?
9. Whose invention was the invisible man? Is that a scientific truth ?
10. Which book describes the idea that man is becoming a slave of the machine ?
11. Why did the fat man wear a special coat?

II. Choose the best of the alternatives suggested:

1. The first man who landed on the moon was a famous American———
   (writer, scientist, astronaut, pilot)
2. 'A Journey to the Centre of the Earth' was written by———.
   (a French writer, an English writer, an American astronaut, a woman writer)
3. The invisible man is one who cannot be———
   (heard, touched, seen, felt)
4. Robots are———
   (mathematical truths, scientific ideas, political characters, machine men)

III. Choose the right one from each pair of statements given below:

1. It seems to be impossible to reach the centre of the earth.
   It is impossible to reach the moon

2. When we travel by train the trees seem to rush in the opposite direction. When we travel by train the trees move in the opposite direction.

3. With all its industries and multi-storeyed buildings, Bangalore appears to be the biggest city in India. Bangalore is the biggest city in South India.

IV. **Complete the following using '*appears to be*' or '*seems to be*'**

Example: Stars are really huge but *they*____________
Answer: Stars are really huge but *they appear to be small*

1. Sri Meenakshi Temele in Madurai is an ancient one, although __________
2. A peacock is a strong bird but________
3. Man has landed on the moon although________
4. India has produced a satellite although________

LESSON 3

PART I

PREPARATION AND PRACTICE

Teaching Item:

The Future Perfect

1. Meera started reading a long novel yesterday. She is reading it now. She *will have finished* it by tomorrow evening.

2. The West Bengal Government is going to build another bridge across the Hoogly. Work on it will begin this year. The bridge *will have been built* by 1984.

3. You are now in Standared X. By April 1984 *you will have completed* your S.S.L.C. By 1990 some of *you will have become* engineers or doctors.

4. Hari is learning to swim. He *will have learnt* to swim by next month.

5. I am leaving for Bangalore tomorrow by the Brindavan Express. It leaves Madras at 8-10 a.m. I *will have left* Madras by 8-15 a.m. tomorrow.

Words and Phrases:

1. *Skilful*:

   Kashmir carpets are very beautiful. Kashmiris are *skilful* weavers. They are very skilful in woodwork too.

2. *Gratitude*:

Parents bring up children at great sacrifice. Children should show their *gratitude* to parents.

3. *Rare*:

Have you seen white peacocks? They are *rare* in our country though the multi-coloured ones are very common.

4. *Set off*:

After the Kalinga war, Asoka *set off* on his journey back home.

5. *to take leave of*:

Mr Mani had to go to New York for higher studies. He went all the way from Madras to Kanyakumari *to take leave of* his parents.

6. *To rejoice at*:

The Indian Cricket Team played five test matches against the West Indies in 1974. When our team did not do well in Delhi, all of us were sorry about it. But when they played very well in Calcutta, we all *rejoiced at* their skill.

7. *To talk the matter over*:

When there are differences between the Management and the workers, they *talk the matter over* and come to an understanding.

8. *Twilight*:

(faint light before sunrise or after sunset)
Cattle in villages return from the grazing field at *twilight* in the evening.

9. *With a will*

Rajesh was a brilliant student. But he failed in the I.A.S. examination last year. This year he worked *with a will* and passed the examination.

10. *Confident*:

The Indian hockey players won the first match in Kualalumpur in 1974. They felt very *confident* while playing the next match.

11. *Admiration* :

Even foreigners have the greatest *admiration* for the beauty of Tagore's verses.

12. *Generous* :

We should always be *generous* in helping the poor.

13. *To get rid of* :

All of us should strive hard *to get rid of* poverty from our country.

14. *Eloquent* :

Dr. S. Radhakrishnan made *eloquent* speeches.

PART II

CHITTARANJAN DAS



Chittaranjan Das is yet another architect of India's freedom like Mahatma Gandhi, Gopal Krishna Gokhale, Motilal Nehru and a host of others. He toiled for the good of the country in a spirit of rare sacrifice. People all over the land loved and respected him very much. He came to be called "Deshbandhu" which means one deeply attached to the nation. His life is full of inspiration for the young and the old alike.

Chittaranjan Das was born in Calcutta on the 5th of November 1870. His mother was Nistarni Devi, a noble and kind-hearted woman. His father, Bhuban Mohan Das, a vakil of the Calcutta High Court, was known for his generosity. Chittaranjan was the second child in a family of eight. He had an elder sister, four younger sisters and two brothers.

Even as a boy, Chittaranjan was earnest and hard-working. He passed the Entrance Examination in 1886 and joined the Calcutta Presidency College for higher studies. He showed keen interest in English and read with admiration the works of great poets like Keats, Shelley and Browning. He was very fond of Bengali literature too. He would spend hours studying with absorbed interest the works of Bankim Chandra Chatterji, the composer of the stirring hymn, "Vande Matharam" and Rabindranath Tagore who has given us the National Anthem, "Jana Gana Mana."

Chittaranjan desired to qualify himself for the I.C.S. examination. He took leave of his parents and set off to London in 1890. There he was working very hard preparing for the examination. He was also engaging himself in political activities. He passed the I.C.S. examination but failed to get a high rank. So he was not selected for the service. However he studied Law, returned to India and became an advocate of the Calcutta High Court in 1893.

At first, Chittaranjan had to struggle hard in his profession and fight his way up. There were already senior and experienced advocates who held the field. He had to compete with them. He started writing poems in Bengali. His books "Malancha" and "Mala" published at that time, revealed his poetic talents. Slowly but steadily he was rising to prominence in the court. People found that he had a rare capacity in arguing criminal cases. They sought him very much. They felt confident that he would never lose a case.

In those days, the British Government was persecuting men and women who fought for our freedom. Bepin Chandra Pal and Bandhob Upadhyaya were two great patriots who were charged with sedition. Chittaranjan very ably defended them. He also appeared for Aurobindo Ghose, another heroic leader, in the Alipore Bomb Conspiracy case. Aurobindo was such a popular and prominent figure that people all over followed his trial with great anxiety. The judge who tried the case was himself struck with the skilful way in which Chittaranjan argued. Aurobindo was acquitted. The whole country rejoiced at his acquittal. Chittaranjan's fame rose to great heights. His income went upto lakhs of rupees. But he did not pile up the money for his own enjoyment. He felt it his first duty to regain the prestige of his family. His father had been much too generous in his time. He had helped people far beyond his means. The result was he had to incur heavy debts. He died without repaying them. Chittaranjan wiped off the debts to the last pie. This was an act of rare filial duty.

He also freely parted with his money to help needy men and good causes. Here is one instance of his generosity. Once a medical college student approached him for help. Chittaranjan did not have enough money with him. He was unwilling to disappoint the student. So he instructed his Secretary to sell off his furniture and give the young man the money he needed.

The fight for the freedom of the land was getting more and more intense. Under the leadership of

great men like Mahatma Gandhi, people were carrying on the struggle with a will to get rid of the foreign rule. Chittaranjan threw himself heart and soul into the movement. In 1922, he was elected President of the Indian National Congress which held its session at Gaya. In order to make his work more effective, he started in 1923 the Swarajya Party along with Motilal Nehru, the father of Pandit Jawaharlal Nehru, our first Prime Minister. In 1924 he had the honour of being the first Mayor of the Calcutta Corporation. He was also the first to be elected the Leader of the Swarajya Party in the Bengal Legislative Assembly. He enjoyed in a great measure the affection and esteem of Mahatma Gandhi. Whenever there was a grave problem, Gandhiji used to talk the matter over with Chittaranjan.

Chittaranjan's restless zeal found new fields of service. He travelled throughout the length and breadth of the country with a view to strengthening unity among the people and invigorating the freedom fighters. He made eloquent speeches which thrilled lakhs of people who gathered to listen to him. He filled their hearts with hope and courage saying, "We now see the twilight of Freedom. In a few years more, we will have seen the dawn of Freedom."

His Addresses were full of practical wisdom. In one of them, he exhorted his countrymen to live up to high ideals: "Be it yours to offer yourself as sacrifices in the interest of truth and justice so that your children's children may have the fruit of your sufferings. Be it yours to wage a spiritual warfare so that the

victory, when it comes, does not debase you nor tempt you. But if yours is to be a spiritual warfare, your weapons must be those of the spiritual soldier. Anger is not for you, hatred is not for you; nor for you is pettiness, meanness or falsehood. For you is the hope of dawn and the confidence of the morning."

Tireless work told upon Chittaranjan's health. He became weak and fell seriously ill. On the 16th of June 1925 he died. The country was plunged in deep sorrow.

Chittaranjan Das will ever be remembered with gratitude as an indomitable freedom fighter.

PART III

Exercises

I. Comprehension Questions:

1. Who is Chittaranjan Das?
2. How did he come to be called "Deshbandhu"?
3. What do you know about Chittaranjan's father and mother?
4. How do you know that he took interest in English and Bengali literature while at college?
5. Why did he go to London?
6. Why did he study Law in London?
7. Why did he have to fight his way up at the Calcutta High Court at first?
8. How did he rise to prominence?
9. When did his fame reach great height?
10. What was the rare duty he did to his father?
11. What did he do with the money he earned?
12. Describe one instance of his generosity?
13. Why did he travel throughout the country?
14. Why did he fall seriously ill?

II. Choose the best of the alternatives:

1. The Prime Minister set off for England—means:
   (*a*) The Prime Minister started for England.
   (*b*) The Prime Minister arrived in England.
   (*c*) The Prime Minister sent some people to England.
   (*d*) The Prime Minister went on leave.

2. Gratitude is the quality of being:
   (*a*) wicked (*b*) thankful (*c*) friendly (*d*) honest.

3. An elephant is a rare animal in England. This means.
   (*a*) Elephants are plentiful in England.
   (*b*) Elephants are not common in England.
   (*c*) Elephants are very huge in England.
   (*d*) Elephants are very expensive in England.

III. Imagine that work has started on the following projects this year. The time that will be taken to finish them has been given in brackets. Frame sentences using *will have* or *will have been* / *finished, built* or *completed.*

Examples: A new road between Madras and Tiruchirappalli (two years)

A new road between Madras and Tiruchirappalli *will have been completed* by July 1979.

1. A children's park in Kanchipuram (two years)

2. Electrification of the Railway track between Madras and Arakonam (three years)

3. A library for children in Erode (one year)

4. A new hospital in the city (three years)
5. A school for the deaf and dumb (two years)
6. A new Railway station in the city (five years)
7. A scheme for free medical care in villages (five years)

IV. Textual composition:

1. Narrate in a paragraph the early life of Chittaranjan Das before he joined the freedom movement.
2. Describe in a page Chittaranjan Das's services to the nation.

LESSON 4

PART I

I. PREPARATION AND PRACTICE:

A. Teaching Item: *look like*

1. There was no light in the room. I could faintly see something lying on the floor. It *looked like* a snake. I quickly brought a light. The thing on the floor was a rope.
2. I said 'Hello' to the man walking towards me. He *looked like* my friend Balu. He was actually a stranger.
3. A man came to Raju's house asking for alms. He *looked like* a beggar. Raju was about to give him ten paise. Then the man laughed. It was his friend Somu who had put on a beggar's clothes.
4. The sun *looks like* a ball of fire when it rises and when it sets.

B. Teaching Items: *as if, as though* (No difference in usage)

1. Some rich people behave *as if* they were poor. They want others to think that they are poor.
2. Mr Prabhakar speaks *as though* he had been abroad. But we know that he has never been out of India.
3. It looked *as though* it would rain yesterday evening, but it did not.
4. At the start of the 400 metres race it looked *as if* Bhaskar would win it, but James overtook him and finished first.
5. In the play staged on the School Day, Shankar acted *as though* he had been acting all his life. He was actually acting for the first time.
6. Kala used to talk *as if* she could dance very well. But her performance yesterday was not good.

C. Words and Phrases:

1. *allowance*:

   Mr Sunder, who is the manager of a factory, gets a House Rent *allowance* of Rs. 400/- a month. (The factory pays him that amount towards rent.)

2. *change one's mind*:

   Our teacher had agreed to come with us on our excursion to Mahabalipuram. But later he *changed his mind* and did not come.

3. *generous*:

   Dr Santosh gives free treatment to poor people. He is *generous.*

   Raghu, who is rich, helps his friends with money whenever they are in difficulties. He is *generous.*

4. *model*:

   In this lesson *model* means a person (man or woman) who poses for painters.

5. *extravagance*:

   Mr Shankar used to spend money very carelessly and foolishly. He got into debt by his *extravagance.*

6. *in high spirits*:

   The school had won the Hockey Cup. The pupils were very happy. They were jumping and shouting. They were *in high spirits.*

7. *make a fool of oneself*:

   My friend *made a fool of himself* by wearing very odd clothes every day

8. *apology, apologise*:

   Kumar made a loud noise in the class. The teacher was very angry with him. Kumar said, "Sir, I am sorry. I *apologise.*" Kumar's *apology* pleased the teacher.

9. *stunned*:

   When Karim got the news of his mother's sudden death, he was *stunned.*

10. *miracle*:

    A holy man touched the eyes of a blind man. The latter's blindness disappeared. He was able to see. People described the sudden change as a *miracle*.

    If Mohan, who d[illegible]s not study at all, passes his examination, it will be a *mi*[illegible].

11. *club*:

    A place where people gather for social entertainment.

PART II

THE MODEL MILLIONAIRE

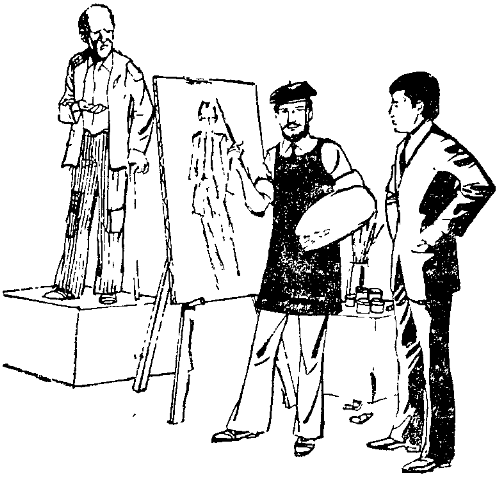
It looked as though Philip would not be able to marry Laura Merton. He had no money except a small allowance of £·200 a year that a kind aunt had given him. Colonel Merton, Laura's father, liked Philip very much but he made it clear that unless Philip was able to make £ 10,000, he could not hope to marry his daughter. The colonel had a bad temper and it seemed as if he would not change his mind.

Both Laura and Philip were patient. Laura knew that, although Philip was poor, he had a heart of gold. He was kind and generous. He freely spent what little money he had. His friends at the club said, "Philip looks like a rich man, but really he is poor."

Philip's most intimate friend was Trevor Allen who was a painter. Philip often used to call on the painter and talk to him about all his troubles. He would look at his paintings, admire them and then tell Allen about Laura and his hopes of marrying her. Allen would cheerfully tell him, "Some day you will make £ 10,000. Cheer up, my dear fellow." But Philip would look as though there was no such possibi-

lity and say, "I am not going to make so much money unless a miracle happens."

One day when Philip walked into Allen's studio, Allen was painting the picture of a beggar. His model who looked like a real beggar was standing on a raised



platform. He was in rags. He had a stick in his left hand and his right hand was stretched out for alms. There was an expression of great pain on his face. It seemed as though he would fall down any moment. Philip felt very sorry for him.

"How much does a model get?" he asked Allen.

"A shilling an hour," said Allen.

"How much will you get for this painting?"

"Between twenty and thirty thousand pounds."

"Is it not cruel that the model should get so little and you so much?" said Philip. "The model stands in the same pose for hours together, poor fellow."

"You are wrong," replied Allen patiently. "I agree that the model ought to get some more money. But look at my work. I mix the paints, use a different kind of brush for various strokes, study the model and paint him exactly as I see him. Is not all this a lot of work? It looks as though my work can be done by anyone. But you know that only a few people can paint or sing or write stories. Anyone can be a model."

Philip agreed, but he felt great pity for the poor beggar. Allen's servant came in to say that someone wanted to see him. While he was out, the beggar sat down on a bench and rested. Philip felt that he should give him some money. He searched in his pockets and found that he had only a gold sovereign with him. He went near the beggar and thrust the coin into his hands. The beggar seemed to be surprised by the unexpected gift and looked puzzled for a moment. Then he accepted the sovereign and said, "Thank you."

Allen returned and after a few minutes Philip took leave of him. On his way home he went to Laura's house and told her all about the beggar and the sovereign he had given him as alms. Laura scolded him for his extravagance. "You spend as if you were rich," she said.

"But that beggar looked so miserable that I was ready to give him anything," explained Philip.

"If you spend money like this, you won't be able to marry me," said Laura. Philip went to the club in the evening and met Allen there. Allen was in high spirits. "I've finished that painting," he said. "In a few days I will have sold it for twenty thousand pounds."

"How lucky!" said Philip. "If only I could get ten thousand pounds, I could marry Laura."

"Don't worry, my dear fellow," said Allen cheerfully. "By the way, that old beggar who served as my model for the painting was eager to know everything about you. It seems he wants to make friends with you."

"What do you mean? Why should I make friends with a beggar?" asked Philip a little angrily. "Allen, you are foolish," said Philip. "Why did you tell a beggar about me and Laura and our difficulties?"

"A beggar? He is not a beggar, my dear Philip. He is one of the richest men in Europe. He is Count Haubsberg."

"But he looked like a beggar!" said Philip in surprise.

"Yes, he wanted to be painted as a beggar. He likes to do strange things," said Allen.

"Allen, you should have told me. Now I've made a fool of myself. I gave him a sovereign as alms."

"Imagine anyone giving Count Haubsberg a sovereign!" said Allen, and he laughed louder than ever.

"Now, don't laugh and make me more miserable," said Philip.

"Don't worry," said Allen, "by tomorrow he will have forgotten the incident."

"I hope so," said Philip and went home.

Next morning he was at breakfast when a messenger came from Count Haubsberg with a letter. He wondered what the Count wanted him to do. Was he asking for an apology? Philip said to the messenger, "May I apologise to the Count...?"

"Please read the letter, Sir," said the messenger.

Philip opened the letter and read it—"Please accept this cheque for ten thousand pounds from a poor beggar."

Philip was too stunned to speak. He thanked the messenger. In a few days he and Laura were married. Allen and Count Haubsberg were present at the wedding. The Count wished Philip and Laura a happy married life.

Oscar Wilde (adapted)

PART III

Exercises

I. Comprehension Questions:

1. Why could Philip not marry Laura?
2. What sort of a man was Colonel Merton?
3. Who was Philip's intimate friend?
4. Did Philip look like a poor man?
5. How did the model stand in front of Allen?
6. Why did Philip take pity on the model?
7. How does Allen describe the work of a painter?

8. Why did the beggar look puzzled when Philip gave him a sovereign?
9. Why did Allen laugh when he heard of Philip's gift to the model?
10. How did Philip make a fool of himself?
11. Why is the Count called a model millionaire?
12. Write three sentences about Philip's character.

II. Match the following:

A very thin and tall man looks like	a ball of fire.
A very fat man	a telegraph post.
The rising sun...	a sack of potatoes.
An aeroplane in the sky...	insects.
From the top of a tall building people below look like	a large bird.

III. Complete the second sentence using *as if* or *as though*:

1. There are dark clouds in the sky. It looks———(rain).
2. Mr Sabesan has a large purse. It looks———(a lot of money).

   It is actually full of bits of paper.
3. Mr Williams is well-dressed. He dresses———(rich). He is not really rich.
4. Ravi's little dog barks all the time. It barks——— (fierce).
5. Rajesh stands ready to bat. He stands———(experienced cricketer). But really he is a beginner.

IV Match the following:

(*a*) A painter is one who	compounds medicines.
(*b*) A music composer is one who	makes furniture.

(c) A carpenter is one who	makes songs.
(d) A chemist is one who	paints pictures.
(e) A baker is one who	makes plans for buildings.
(f) An architect is one who	makes bread.

V. **Fill in the blanks in the following by using a different form of the word in italics:**

Example: The Minister *arrived* in time. A large number of people had been waiting for his *arrival.*

1. The headmaster was *present* at the meeting. His——— encouraged the speakers.
2. Philip and Laura were *patient.* Their————was rewarded in the end.
3. He is *ignorant* of the rules. But———— of rules is no excuse.
4. Some people are often *cruel.* But they are not aware of their————.
5. The beggar looked *miserable.* Philip took pity on his ————.
6. Shankar *apologised* to his father for coming home late. His father accepted his————.
7. Philip did not hope to *succeed* in getting £10,000.———came to him in an unexpected way.
8. Raja Raja Cholan was a *generous* king. His———— pleased all his subjects.
9. The man said that he was *innocent.* But the police doubted his————.
10. He *appears* to be poor. But we cannot judge a man by his————.

VI. Composition:

Write ten sentences about the beggars you see at railway stations and bus-stops.

LESSON 5

PART I

I. PREPARATION AND PRACTICE :

A. Teaching Item: *Such......................as* **(Revision)**

1. Calcutta, Bombay and Madras are large cities. They are crowded.

   Large cities *such as* Calcutta, Bombay and Madras are crowded.

2. Animals like the tiger, the lion and the rhinoceros are becoming fewer and fewer in India.

   Animals *such as* the tiger, the lion and the rhinoceros are becoming fewer and fewer in India.

3. *Such* exciting games *as* cricket and football attract a large number of people.

4. All the people in the world admire *such* great men *as* Mahatma Gandhi and Jawaharlal Nehru.

   (Note that *such* is followed by *as* in the sentences given above)

B. Teaching Item: *Such.............................that* **(Revision)**

1. There is very great difficulty in climbing Everest. Several expeditions have failed to reach the top.

   The difficulty of climbing Everest is *such that* several expeditions have failed to reach the top.

2. Our joy at India winning the World Cup Hockey was very great. We gave the players a great welcome home.

   Our joy at India winning the World Cup Hockey was *such that* we gave the players a great welcome home.

3. Raju's happiness at getting a first class was very great. He went to all the neighbours and told them of his success.

Such was Raju's happiness at getting a first class *that* he went to all the neighbours and told them of his success.

4 The condition of the road was very bad. Travelling along it by bus or car was very unpleasant.

Such was the bad condition of the road *that* travelling on it by bus or car was very unpleasant.

Or

The condition of the road was *such that* travelling along it by bus or car was very unpleasant.

C. Words and Phrases:

1 *mystery*:

Years ago people did not know how eclipses of the sun and the moon happened. They were a *mystery*. Now we know how they happen and they are no longer a *mystery*.

2. *migrate*:
3. *migration*:

If it does not rain at the right time, the land becomes dry and people *migrate* to areas where water is available.

Such *migration* often causes inconvenience to people.

4. *regularity*:

The crescent moon grows into the full moon. The full moon grows less and less and on one particular night we don't see the moon at all. This change goes on in a regular way. There is a *regularity* about it.

5. *perish*:

When there is no food, people die of hunger. They *perish*.

6. *naturalist*:

(one who makes a special study of animals, plants, birds, etc.)

7. *amazing* :

At the circus acrobats fly from one trapeze to another thirteen metres above the ground. It is a wonderful performance. It is an *amazing* feat.

8. *appropriate*:

Light clothes are appropriate in summer, while thick woollen clothes are *appropriate* in winter.

9. *device*:
Morse code is a *device* for sending telegraphic messages.

10. *estimate*:
(v) The actress was wearing diamond ear-rings. People *estimated* their cost at Rs. 20,000/-
(n) Before beginning a new building, contractors draw up an *estimate* of its cost.

11. *precise*:
A tailor takes *precise* (exact) measurements before making clothes. Otherwise, they will be either loose or tight.

12. *non-stop*:
(without stopping). There are aeroplanes which fly *non-stop* for seven or eight hours.

13. *incredible*:
Some people could not believe that two astronauts had actually landed on the moon. To them the news was *incredible*

14. *evidence*:
It is thought that there is life on some other planets. But there is no proof for such a belief; there is no *evidence* for it.

15. *altitude*:
height. Some jet planes fly at an *altitude* of 12,000 metres.

16. *observation*:
Naturalists watch birds and animals closely. They observe their behaviour. Regular *observation* teaches them a lot about them.

17. *instinct*:
natural, inborn knowledge.

18. *ornithologist*:
one who makes a scientific study of birds.

PART II
BIRD MIGRATION

When the weather gets hot in the plains in summer, rich people move to hill resorts and live there. Similarly, in countries such as England, France and North America when the weather gets very cold in winter, rich people move to warm climates. What is true of people is

true of birds and animals too. We travel by motor car, train or aeroplane, but the birds fly to distant places. It is one of the mysteries of Nature that birds are able to travel thousands of kilometres and come back to their original nesting places at regular intervals. If we watch birds throughout the year, we can see that between September and November flocks of birds come from somewhere and then go away. Where do they come from and where do they go?

Bird-watchers, after years of patient observation and study of these migrating birds, have concluded that there is a regularity and system about their behaviour. People used to think that small birds such as swallows, nightingales, cuckoos went to sleep during the winter; but we now know that they go to warm countries.

Why do birds migrate? They are not directly affected by the cold because of their feather-covering and warm blood, but in winter getting food is not easy. In cold countries, snow lies thick on the ground in winter and even lakes and rivers are frozen over. The weather is such that birds will not be able to catch either insects or fish. If they do not migrate, they will perish. During the cold season nights are long, days are short; the time available for searching for food is short.

How do birds find their way to and fro? Naturalists and ornithologists have observed that they fly to the same places and return to their original breeding grounds with amazing accuracy. Our wonder is all the greater when we know that during migration, it is usually the young birds that fly at the front, and the older ones in the rear. The young birds have never

flown that way before; yet, they fly to the right places and return to the right places covering hundreds of kilometres. Just as they do not need any training in building nests at the appropriate seasons, they do not need any training in finding their direction during migration. They are guided by instinct. Every year we can see birds from the northern and north-western parts of India flying to South India and to Sri Lanka. A bird called the Arctic Tern flies from the Arctic winter right across the world to the Antartic summer—a distance of over 17,710 kilometres each way. Such a feat of flying is difficult to imagine.

Devices such as the 'ringing' of birds are now being used to estimate the height and speed of the flight of these migrating birds. A light aluminium ring with a number and an address is tied to the leg of the bird and it is set free. Bird-watchers in other places are informed about the numbers and the address and they keep watch. In this way they keep precise track of the movements of these birds. A register of their movements is kept. We now know, through tbis method, that some of the white storks that are seen in India come from Germany. Similarly with the help of aeroplanes and instruments for measuring height and speed, it has been possible to find out how fast these birds fly and how high. Birds such as ducks and geese fly at a speed of between sixtyfive and ninety kilometres an hour. Some birds fly from six to eleven hours a day. Some birds like the Plover can fly 885 kilometres non-stop, in about eleven hours. The Eastern Golden Plover which comes to India in winter from Western Alaska and North Eastern Siberia flies 3200 kilometres non-stop. The snipe has such strong

wings that it flies 4800 kilometres non-stop over the sea from Japan to Australia. Some of these journeys may sound incredible to us, but there is scientific evidence to prove them.

The flying height of birds varies between 1000 metres and 4000 metres above the ground. They fly at higher altitudes if they have to cross a mountain on the way. There are birds that fly directly across the Himalayan ranges. An Everest expedition saw several migrating birds at a height of 5200 metres. Migrating geese have been seen at a height of 6100 metres and cranes at 4900 metres. Birds such as choughs even fly at 8220 metres.

Such facts as these show that patient observation and study can teach us more about the wonders of bird migration. More and more people are taking an interest in bird behaviour, and in course of time we will know the answer to a lot of questions about bird behaviour which have been puzzling us for years.

PART III

Exercises

I. Comprehension Questions:

1. Why do birds migrate?
2. Why is bird migration one of the mysteries of Nature?
3. How did bird-watchers know that birds regularly migrate to particular places?
4. Why can't birds catch worms or fish in winter?
5. How do birds know where to go during migration?
6. What is meant by the 'ringing' of birds?
7. Name some birds which can fly for hours non-stop.

8. During migration, the younger birds fly at the front. What is wonderful about this fact?
9. Who are naturalists?
10 Who is an ornithologist?

II. Rewrite the following sentences using *such .as..* or *such that*·

Example.

(*a*) Leaders like Lincoln and Gandhiji are not born every day

Leaders such as Lincoln and Gandhiji are not born every day

(*b*) The beauty of Bharathi's poetry is so great that it is enjoyed by all

The beauty of Bharathi's poetry is such that it is enjoyed by all *or*

Such is the beauty of Bharathi's poetry that it is enjoyed by all

1. The beauty of the Taj Mahal is so great that visitors from foreign countries come to look at it
2. Places like Mahabalipuram and Kanyakumari are beautiful
3. The historical importance of Delhi is so great that it attracts a lot of tourists
4. The beauty of the peacock is so great that it has been chosen as the national bird of our country
5. The interest of the audience in the play was so great that they watched it in utter silence
6. Dramatists like Kalidasa and Shakespeare are famous all over the world
7. Inspired works like Thirukkural and the Silappathikaram are read with interest and profit

III. An ornithologist is one who watches and studies birds

Look up a dictionary and find out what the following people do.

an entomologist

a pharmacist

a lexicographer

a taxidermist

a psychiatrist.

IV. Fill in the blanks with appropriate words from the list given below:

precise, amazing feat, devices, incredible, non-stop, observation, estimate, miracles, altitude.

The pilot of an aeroplane needs to have keen————. His work has to be————and correct. He must be able to————the force of the wind and decide on the————at which he should fly so that he could fly over the mountains on the way. There are————to show the speed at which the plane flies. Still, the pilot has to be alert all the time. Some planes can fly at speeds which would have been ————some years ago. Modern technology is capable of producing such————. They can fly ————for hours together. We who do not know how to fly a plane will consider the work of a pilot an————

LESSON 6

PART I

PREPARATION AND PRACTICE:

A. Teaching Item: *had better*

1. Meera's cold is getting worse. She refuses to see a doctor. She *had better* see a doctor.
2. It looks as though it will rain in a few minutes. *Hadn't* you *better* take an umbrella with you?
3. We *had better* eat something here. There are no hotels for miles around.
4. *Raju*: Have you done your homework?
   Ramu: No.

   Raju: You *had better* do it now. You won't find enough time for it in the morning.

B. Teaching Item: *Just then* **(for other uses of *just* see Lesson II)**

1. Raju was about to cross the road. *Just then* he saw a big lorry coming along the road.
2. An old man was lying at the side of the road. People were bending over him and asking one another, "Is he dead?" *Just then* the old man opened his eyes.
3. The thief had opened the safe and was about to take the jewels. *Just then* he heard a noise. He was frightened and ran out through the backdoor.
4. The lights had gone out. People were sitting in the dark. Someone said, "Light a candle." *Just then* the electric lights came on.

C. Words and Phrases:

1. *sack* (v)

   In olden days when a city was conquered, the conquering army used to rob the people of all their belongings. They used *to sack* the city.

2. *Consul*:

(Head of the State in ancient Rome.)

3. *suggest*:

(propose.)

"How shall we spend the evening?" asked Gopal.

"I *suggest* that we see a film," said Rahim.

"I *suggest* that we visit the museum," said Murali.

"That seems to be a better suggestion," said Gopal.

4. *in haste*:

Bhasker was running towards the station.

"Stop," said Sasi. "I want to talk to you." "I am *in haste*," said Bhasker. "My train leaves in ten minutes."

5. *defence*:

A country defends itself against attack. It spends a lot of money on its *defence*.

The British Isles are surrounded by the sea. It acts as a natural *defence*.

6. *invade*:

History is full of examples of kings *invading* neighbouring countries.

Hitler *invaded* Austria, Poland, France and other countries of Europe.

7. *blare*:

(sound or noise of trumpets or horns)

8. *to come in handy*:

Keep some small change with you. It will *come in handy* on a journey.

9. *hurl*:

(throw violently)

When armies fought in olden days, soldiers used *to hurl* lances and spears at one another.

In the wrestling match Dara Singh *hurled* King Kong to the ground.

10. *reel* (v)

His head *reeled* when he heard the bad news. (He was shocked).

11. *pierce:*

Even now some people living in forests kill animals by shooting arrows at them. The arrows *pierce* the animals and they die.

12. *recover from*:

Kumar was ill last week. Now he is all right. He has *recovered from* his illness.

We took a few years to *recover from* the shock of Gandhiji's death.

13. *helmet*:

(covering to protect the head)

14. *to stand guard*:

Ramesh said, "A Goorkha *stands guard* at our gate. We are safe."

15. *to keep on*:

When birds migrate, they *keep on* flying until they reach another country.

16. *to beat back*:

The people of Kalinga were not able *to beat back* Asoka's army. Asoka's army was very powerful.

PART II

HORATIUS

Long ago there was a wicked king in Rome called Sextus. The people rose in revolt against him and drove him out of the city. He took refuge in Tuscany with King Lars Porsena, his friend. Sextus and Lars Porsena gathered together a huge army and decided to attack the city of Rome and take prisoner the Consul, who was the new head of the government, and others such as Horatius and his friends.

"We had better attack Rome before they are ready," suggested Sextus and Lars Porsena agreed.

Now Rome did not have a sufficiently powerful army such as Sextus had. The Consul held a

conference to decide the best way in which they could meet the attacking forces. Just then a messenger came in haste and informed them that the Tuscan army was very near the city gates. It looked as though there was no way of saving the city.

But Rome has a natural defence in the form of the river Tiber. The Romans worshipped the river calling it 'Father Tiber.' There was a narrow wooden bridge across the river which an invading army had to cross before coming into the city.

The Consul said to Horatius, "We had better destroy the bridge and prevent the Tuscan army from entering the city." Horatius said, "Give me two friends to help me. We shall go to the other side of the bridge and stand at its narrow entrance. There the three of us can stop even ten thousand men. While we stop them there, you may destroy the bridge."

The Consul felt cheered by these brave words. "Now, who will stand on either side of Horatius and help him in stopping the enemy at the bridge?" he asked.

Two brave Roman soldiers sprang forward. They were Spurius Lartius and Herminius, both as brave as Horatius.

"I'll stand on your right," said Lartius.

"And I on your left," said Herminius.

While they were putting on their armour, they heard the blare of trumpets and the sound of marching soldiers.

"They're coming!" said Horatius. "We had better run to the other end of the bridge and be ready to

meet them." In the meantime, the Consul and the nobles and the common people joined together and took hold of axes and crowbars and other tools that would serve to destroy the bridge.

The Tuscan army advanced, rank behind rank, with a flash of swords and shields which shone in the bright sun like the waves in a sea of gold. They looked at Horatius, Lartius and Herminius standing at the entrance to the bridge and wondered how they could stop a whole army. In fact, they sent up a shout of laughter at the sight of three men standing against such a huge army. Three of them rushed towards the three Romans guarding the bridge. Lartius threw one of them into the river, Herminius struck down another and Horatius hurled the third to the ground.

The Tuscan soldiers who had been laughing became silent and serious at this sudden turn of events. They became angry too. "We had better send Astur to kill Horatius," they shouted. Astur was one of their most powerful leaders. The soldiers made a passage for him and he advanced towards Horatius. He carried a sword which no one else in the Tuscan army could lift. He was proud and full of contempt for the three Romans. "I shall clear the way and then you can follow me," he said to the frightened Tuscans. Swinging his heavy sword, he rushed against Horatius and struck with all his might. The blow missed Horatius' head, but pierced his thigh. Horatius reeled under the blow and, for a moment, leaned on Herminius for support. The Tuscans cheered Astur.

But just then Horatius recovered from the blow and struck so hard on Astur's head that the sword went through his helmet and face and stuck out,

behind his head. Astur fell to the ground. "Whoever comes here will meet with this fate," said Horatius to the stunned Tuscan army. They were angry, ashamed and helpless.

They looked at one another wondering how they could beat back the three brave Romans. Just then noises of falling wood came to the ears of Horatius and his two friends. The bridge was falling. They heard the Romans shouting, "Come back, Horatius! Run back, Lartius. Come to safety, Herminius."

"You two had better run back before the bridge falls," said Horatius to Lartius and Herminius. "I shall stand guard here for a few minutes more." Lartius and Herminius obeyed and ran back over the creaking bridge. Just as they reached safety, the bridge fell into the river with a crash like thunder. The Romans sent up a shout of joy, but they immediately fell silent when they saw Horatius standing alone in front of the enemy. Behind him was the roaring river.

Now the Tuscans felt happy. "Down with him! Surrender!" they shouted. Horatius did not look at them or listen to them. He did not speak to Sextus or Lars Porsena. He turned round and looked at the river. He thought of his happy home on Palatinus Hill and then he addressed the river, "O Tiber! Father Tiber! Take my arms and my life." And then he plunged headlong into the river. The Romans and the Tuscans watched him, stunned and in silence. The river was in flood and even a strong man would have had great difficulty in swimming across to the other side. Horatius was strong and brave, but he

had been wounded on the thigh in his fight with Astur. He was also carrying his heavy armour.

"This will be the end of Horatius!" said Sextus.

Just then Horatius' head rose above the waters for a short while and the Romans felt happy. Even the Tuscans cheered him because they admired his courage. Horatius kept up the struggle and, at last, felt the hard ground, stood on it and walked to the bank of the river. The Romans ran to him and lifted him up. They carried him to safety. They gave him gifts of land and money, and built a statue in honour of his courageous deed. It is said that even now Roman mothers pray to the gods that their sons should grow up to be as brave as Horatius.

(Adapted from the poem "Horatius"
by *T. B. Macaulay*)

PART III

Exercises

I. Comprehension Questions:

1. Why was Sextus driven out of Rome?
2. Who was Lars Porsena?
3. How did Sextus want to take revenge against the Romans?
4. What was the natural defence of the city of Rome?
5. How did Horatius propose to defend the city?
6. How did Horatius and his friends deal with the first three soldiers who opposed them?
7. What was Astur's part in the fight?
8. Why did the Romans think of destroying the bridge?

Why did Horatius plunge into the river?

10. Why did the Tuscans cheer Horatius?
11. How did the Romans reward Horatius?

II. Complete the following dialogues using *had better* and the words suggested in brackets:

1. *Murali*: My watch has stopped. (He is shaking it.)

   Rafi: Don't shake it like a monkey. You will spoil it further. You———(send it to a mechanic.)

2. *Leela*: My necklace is broken. (She is trying to repair it.)

   Bhavani: Don't meddle with it. You will break it into pieces. You———(send it to a goldsmith.)

3. *Mr Mudaliar*: Something has gone wrong with my car. I want to find out what the trouble is.

   Mr Gopal: You will make it worse. You———(send it to the workshop/garage.)

4. *Mrs Shunmugam*: I have a bad headache. I shall take a few of these tablets.

   Mrs Shankar: Don't take any tablets that you find. You———(consult a doctor.)

III. From the hints given below, write dialogues (like the ones above) using *had better*.

Example: Examinations–likely to be held next week.——— start reading early today. (mother and daughter)

Brinda: I hear our examinations are likely to be held next week. I haven't read anything.

Mother: You had better start reading today.

1. Servant neglecting his work———should warn him. (father and mother)
2. Neighbour's dog barking all the time———a nuisance ———should tell him about it. (two friends)
3. Radio out of order———son trying to repair it———. (father and son)

4. No supply of water tomorrow————pipes being repaired ————store enough today. (two women)

IV. Rewrite the following sentences using *just then*:

Example: I was about to go to my friend's house, when he came to meet me.

I was about to go to my friend's house. Just then he came to meet me.

1. There had been no letters from Kumar for a few weeks and I was complaining about him, when the postman brought me a letter from him.
2. I was complaining of the terrible noise of the loudspeaker near my house, when it suddenly stopped.
3. I was admiring the speed of the train, when it suddenly stopped.
4. I thought I would not be able to see any friend in the strange city, when I saw Kumar walking towards me.

V. Fill in the blanks with words chosen from the ones given below:

invading, surrenders, defend, in haste, sack, came in handy

Preparations for defending a country against attack cannot be made————. In olden days people used to fight with whatever————. Now the army is kept in readiness to fight at any time.

It is not the practice now to————a conquered city. If any section of the army is not able to defend itself, it———— to the————army.

VI. Write the noun forms of the following words:

invade, enter, suggest defend

VII. Look at these two sentences:

The bridge fell into the river with a crash **like thunder.**

The Tuscan army advanced with a flash of swords and shields which shone **like the waves in a sea of gold.**

Such comparisons are called similes.

Can you complete the following?

1. Horatius fought like a———.
2. He stood firmly like a———.
3. Sujata sings like a———.
4. He cried like a———.

LESSON 7

PART I

PREPARATION AND PRACTICE:

A. Teaching Item: *even if, even though*

1. Sheela was ill for a long time and missed all her classes. *Even if* she works hard from now on, she will find it difficult to study everything.
2. A lot of people were waiting long at the bus stop. Raju said, "*Even if* a bus comes now, it won't be able to take all of us."
3. Rafi said, "My master is always angry. *Even if* I do more work than the others, he gets angry."
4. *Father*: If you make mistakes, your teacher will scold you.
   Raghu: My teacher is kind. *Even if* I make a number of mistakes, he doesn't scold me. He corrects me patiently."
5. My electric fan is very old. *Even though* it is very old, it still works well.
6. Mihir Sen is very brave. He swam across the Palk Straits *even though* it was dangerous to do so.
7. *Even though* the musician was very old, her voice was vigorous and sweet.
8. Sujata plays the veena like an expert *even though* she is only twelve years old.

B. Words and Phrases:

1. *originally*:
   Govind Khorana, the great scientist, was *originally* a citizen of India. Now he is a citizen of the United States.
2. *defies:*
   Venu does not obey his parents. He *defies* them.

3. *gather round*:
Gandhiji had many followers. People ***gathered round*** **him** and were willing to obey him.
Many people *gathered round* the Buddha wherever he went.
4. *atmosphere*:
The *atmosphere* in a city is noisy, but the *atmosphere* in the country is usually calm and peaceful.
We hear of violence in some parts of the world.
We should not create an *atmosphere* of violence anywhere.
5. *persuasion*:
Prabha's father had to argue with her again and again to make her study medicine.
It was difficult to persuade her. At last she yielded to her father's *persuasion* and took to medicine.
Nethaji had great powers of *persuasion*. People who listened to him were willing to obey him.
6. *passionate*:
Pandit Nehru has expressed his *passionate* love for the country in his speeches and writings.
7. *passionately*:
Tagore has written *passionately* about the glory of India.
8. *liberate*:
Abraham Lincoln tried his best *to liberate* (free) the slaves in America.
9. *vehemently*:
Tilak was a forceful speaker. He spoke *vehemently* (forcefully) on the evils of foreign rule.
10. *eloquent*:
Sarojni Naidu made *eloquent* speeches.
11. *oppression*:
Oppression of the poor people led to the French Revolution. (You learnt the word 'oppressed' in Lesson 1)
12. *suppressed*:
suppression:
When people rise against a government, the army tries to *suppress* them. *Suppression* sometimes leads to greater trouble.
13. *celebrity*:
Swami Vivekananda became famous in the United States even on his first visit to that country. He became a *celebrity* there.

14. *to burst into*:
Birds *burst into* song early in the morning.
The clowns at the circus made people *burst into* laughter.

15. *vision*:
(means *sight* in this lesson)
Some saints claim that they have had a *vision* of God.

16. *mess*:
If you throw pieces of paper and other things in your classroom, it will be in a *mess*. You will make it dirty.

17. *emancipation*:
(liberation)
Lincoln fought for the *emancipation* of slaves.

18. *rang*:
(means *echoed* in this lesson.)

19. *launch*:
The school has *launched* a scheme of expansion.
We recently *launched* a satellite around the earth.

20. *distinguished*:
R. K. Narayan is a famous writer of novels.
He is a *distinguished* writer.

21. *attend to*:
Nurses *attend to* the needs of patients in a hospital.

22. *feel at home*:
We don't *feel at home* in a strange country.

PART II

SAROJINI NAIDU

At the beginning of this century the Chattopadhyayas who originally came from Bengal, lived in Hyderabad. They were spoken of with great respect because people of all communities visited them and were welcome in their home. Sarojini Naidu's father was a great scholar. All the great scholars in Hyderabad gathered round him. His devotion to truth was such that he expressed his opinions courageously.

It was in this atmosphere that Sarojini Naidu grew up. At first she did not like to learn English,

but at her father's persuasion, she began learning it and such was the love she developed for it that she began to write poems in English. She was sent to Madras to study for the Matriculation Examination, which she passed when she was only 13, standing first in the Presidency! Failing health forced her to go back to Hyderabad and spend a couple of years at home. It looked as though she would not be able to study any further, but her love of learning was so great that her father sent her to England. In England her poems attracted the attention of learned men. Her love for her country and tender feeling for all beautiful things were passionately expressed in these poems.

"O young through all the immemorial years!

Rise, Mother, rise, regenerate from thy gloom,
And like a bride high-mated with the spheres
Beget new glories from thine ageless womb.
The nations that in fretted darkness weep
Crave thee to lead them where great mornings break.
Mother, O Mother, wherefore dost thou sleep?
Arise and answer for thy children's sake!

Thy future calls thee with a manifold sound

To crescent honours, splendours, victories vast;
Waken, O slumbering Mother, and be crowned,
Who once wert empress of the sovereign Past."

On her return to India she married Dr Naidu of Madras. She had already become famous as a poet and soon she began travelling all over India to talk on the need for the social freedom of women. She was a forceful speaker. She held people's attention

by the magic of her words. Her sense of pity for the lot of the suffering women and her burning desire to liberate them were reflected in her passionate speeches. She spoke vehemently against the evil practices of child marriage and oppression of women. People throughout the country listened to this new voice of Mother India and felt moved in a strange way, for no woman had spoken to them like this before. She had a rich sense of history. Ancient India had respected women; there was no reason why they should be suppressed in Modern India.

Sarojini Naidu spoke on the role of women in India at the right time although she did not know it then. Women were soon to play a great part in the fight for India's independence from British rule. In 1914 she met her Master, as she used to describe Mahatma Gandhi. She had become greatly worried by the troubled state of the country when she went to England again. She was already a celebrity in England where two volumes of her poems had been published. The time was just before the First World War. Gandhiji was in London.

Sarojini Naidu describes how she went in search of his lodgings and at last climbed the stairs of an old house. "I came to an open door framing a view of a little man with a shaven head, sitting on the floor on a black prison blanket and eating a meal of tomatoes and olive oil out of a wooden prison bowl. Around him were some tins of groundnuts and tasteless biscuits. I burst into laughter at this amusing vision of a famous leader. He lifted his eyes saying, Ah! You must be Mrs Naidu! Who else would dare laugh.

at me? Come in and share my meal.' 'No, thanks,' I replied, 'what a mess it is!' Gandhiji laughed too."

This was the beginning of their friendship, which changed the course of Mrs Naidu's life. It looked as if she would settle down to social service and writing poetry and making eloquent speeches on the emancipation of women; but Gandhiji drew her into the main stream of the struggle for freedom. She began to attend the meetings of the Indian National Congress. Her voice rang throughout the country. She took an active part in political activities and went to jail several times. She led a party of men and women to Dandi where Gandhiji launched his Salt *Satyagraha*. She instructed her followers to be non-violent even if the police used violence against them. Just before the party reached Dandi, the police stopped them and beat them severely. Mrs Naidu sat in the midst of the people and discussed what they should do next. Just then she was arrested and taken to jail. Later she was released.

Gandhiji fasted several times for the country. Sarojini Naidu nursed him through all these anxious days. She had a great sense of humour. Even though she felt a great deal of anxiety and uncertainty about the future, she had the ability to make people laugh and forget their immediate worries.

Sarojini was appointed Governor of Uttar Pradesh in 1947, the first woman to hold such a distinguished post in Free India. It is said that her kindness was such that in the afternoon she would let her staff rest and herself attend to telephone calls. She made visitors feel completely at home. They felt that they

were in the presence of a distinguished lady who was gentle, charming and dignified.

The assassination of Gandhiji on 30th January 1948 came as a great shock to the whole country. Of all the speeches made at his funeral, Sarojini Naidu's was the most moving. She spoke words of courage to the people. The time for sorrow was past. "We are Gandhiji's soldiers," she said. "Though his voice will not speak again, have we not a million, million voices to bear his message to the world here and now?" It was fitting that Gandhiji's funeral took place in Delhi in the midst of the dead kings who were buried in Delhi, for "he was the kingliest of all kings."

Her health was failing rapidly because of overwork. She passed away in April 1949. She was the first of the great women who worked tirelessly for the social unity and political strength of Modern India.

PART III

Exercises

I. Comprehension Questions:

1. Where did the Chattopadhyayas originally come from?
2. What do you know about Sarojini Naidu's father?
3. Did she like learning English at first?
4. Why did she not continue her studies after passing the Matriculation Examination?
5. What did she write about in her early poems?
6. What was the subject of her early speeches in India?
7. "She spoke of the role of women at the right time." Why was that the right time to speak about the role of women in the affairs of the country?

8. What made her a celebrity in England?
9. "You must be Mrs Naidu," said Gandhiji. What made Gandhiji say this?
10. How did Gandhiji change the course of Mrs Naidu's life?
11. What was her role in the Dandi March?
12. "He was the kingliest of all kings." When did Mrs Naidu describe him in these words?

II. Rewrite the following sentences using *even if* or *even though*.

Example: The train is two hours late.

However fast it runs it won't arrive in time.
The train is two hours late. *Even though* it runs very fast, it won't arrive in time.

1. The microphone has failed. However loudly she sings, we won't be able to hear her.
2. The prisoner escaped three days ago. However hard we try, we will find it difficult to catch him.
3. Our teacher is very strict. However well-behaved we are, he finds fault with us.
4. Can we make a garland of stars? However rich we are, we cannot buy the stars in the sky.
5. My father is very kind. However mischievous I am, he does not punish me.
6. My stomach is full. However delicious your *laddus* are, I cannot eat any more.

III. Combine the following pairs of sentences using *such......that*:

1. Hitler's ambition was very great. He was not content with conquering Europe.
2. The power of the music was very great. The people listened to it for hours together.
3. The appeal of Tagore's poetry was great. He was awarded the Nobel Prize.

4. The effect of the comedian's jokes was great. The audience laughed throughout the play.

5. The speed of the train was very great. We were not able to see the telegraph posts.

IV. Write answers to the following questions in two or three sentences each:

1. How did Mrs Naidu work for the emancipation of women?
2. Describe the first meeting between Gandhiji and Mrs Naidu.
3. How did Mrs Naidu become a celebrity in England?
4. What is Mrs Naidu's role in the Dandi March?
5. What did Mrs Naidu say about Gandhiji after his death?

V. A. Pick out three words from the lesson describing forceful speeches. Fill in the blanks with those words:

(*a*) a————speech

an————speech

a————speech

B. Fill in the blanks with appropriate words from those given in brackets:

1. In 1942 Gandhiji asked us not to cooperate with the foreign government. Our peaceful agitation was————. (encouraged, suppressed).
2. Engineers————(attend to, neglect) the construction of dams.
3. People————(gathered round, avoided) the great leader whom they loved very much.
4. Before the Revolution the French people experienced ————(generosity, oppression).
5. Sarojini Naidu worked for the————(enslavement, emancipation) of women.
6. Dr C. V. Raman was a/an————(unknown, distinguished) scientist.
7. Swami Vivekananda used to make————(dull, eloquent) speeches.

LESSON 8

PART I

PREPARATION AND PRACTICE

A. Teaching Item: *hardly ever*

1. Ravi is usually late for class. He *hardly ever* comes to school in time.
2. Yesterday I was surprised to find Murugan up early in the morning. He *hardly ever* gets up before 8.
3. Muniram is a miser. He *hardly ever* gives a *paisa* to anyone.
4. Padma said to her friend, "My father's car brought me here today without any trouble. It *hardly ever* runs even a mile without trouble."

   Her friend said, "I am in luck too. My sister *hardly ever* cooks well. Breakfast this morning was unexpectedly good."

   "We'll be really lucky if our teacher is on leave today. She *hardly ever* takes leave."

B. Teaching Item: *as ever*

1. Raju and his friends were waiting for the Brindavan Express. It arrived on time. "Look!" Raju said, "It has arrived. It is as punctual *as ever*. It is never late."
2. "Don't play any silly games," said Balu. "Our headmaster is always strict. He will punish you. He'll be as strict *as ever*."
3. My new servant tells lies all the time. Yesterday I asked him where he had been. He was as full of lies *as ever*.
4. Mr Ramakrishnan said, "I am going to the music concert by Kamala Devi. She will be as melodious *as ever*."

C. Teaching Item: *than ever*

1. "Have you seen Vijaya recently? Isn't she beautiful?" asked Shyamala.

   "She is prettier *than ever*," said Saroja.

2. "Is my son as mischievous as he used to be?" asked Mr Sukumar.

   "He is more mischievous *than ever*," said the teacher.

3. "Look at this classroom," shouted the teacher. "You hardly ever clean it. Today it is dirtier *than ever*."

4. "Why does mother look sad? Today she looks sadder *than ever*."

D. Words and Phrases:

1. *superstitious*:
   Raghu thinks that, if a cat crosses his path, he will be unlucky. He is *superstitious*.

2. *inn*:
   (a public house where travellers may eat, drink and sleep.)

3. *helplessly*:
   (i) When the river suddenly rose and flowed into the village, people did not know what to do. They looked on *helplessly*.
   (ii) Kala was standing in the middle of the road. A lorry was coming towards her. She did not know what to do. She looked at it *helplessly*.

4. *blood-stained*:
   (marked with blood)

5. *despair*:
   The child was very ill. The doctors tried their best to cure it without any success. They lost all hope. They were in *despair*.

   If you promise to help me, I shall not be in *despair*.

6. *to be overcome by*:
   People *were overcome by* wonder when they heard that India had launched a satellite around the earth.

7. *recover*:
Lalitha's father was seriously ill, but he *has* now *recovered.*

8. *mercy*:
We must treat prisoners with *mercy*.

9. *flogging*:
(beating with a rod or whip)

10. *spokesman*:
The meeting decided that Bhaskar would meet the manager of the factory and speak for all the others. They chose him as their *spokesman*.

11. *meekness*:
(mildness and gentleness.)

12. *gang*:
(batch, group. a number of.)

13. *convict*: (n)
(A person who has been found guilty of some crime by a court of justice and sent to prison.)

14. *offence*:
The policeman stopped a car which was going very fast. The owner of the car asked, "Now what *offence* have I committed?" "Sir, you haven't observed the speed limit. The maximum speed on this road should not be above 40 kms. You were going at 60."

15. *rumour*:
"I hear that the examinations have been postponed," said Rahim.
"Who told you?" asked Madhu.
"Ravi."
"And who told him?"
"He doesn't remember."
"Then it's only a *rumour*."

16. *long for*:
Children *long for* the moon. They wish to possess it.

17. *betray*:
A man who *betrays* his country deserves death.

18. *peer* (v)
Mohan heard a noise at night. He *peered* through the darkness and saw a thief gently opening the door.

PART II

GOD SEES THE TRUTH, BUT WAITS

Part i

In the town of Vladimir lived a young man named Dmitrich Aksionov. He had two shops and a house of his own. He was a handsome, fair-haired fellow, full of fun and very fond of singing. In his youth he used to drink a little too much, but after he married he hardly ever drank.

One summer evening he started to go to a market, a few days' journey from home. His wife said, "Please do not start today. I had a bad dream about you. I dreamt that you returned from the town and when you took off your cap I saw that your hair was quite grey."

Aksionov laughed, "You're more superstitious than ever. Your dream is a lucky sign," said he. "I am sure to sell all my goods and bring you some presents."

He said good-bye to his family and drove away. On the way he met another merchant and together they stayed at an inn for the night.

Aksionov got up early in the morning and continued his journey. When he had gone about twenty-five miles, he was stopped by an officer and two soldiers who questioned him about who he was, where he had stayed the previous night and where he was going.

"Were you alone last night, or with a fellow-merchant?" asked the officer. "Why did you leave the inn before dawn?"

Aksionov wanted to know why he was being asked such questions. "Am I a thief or a robber?" he asked.

"I am a police officer," said the man. "I am sorry to tell you that the merchant who stayed with you in the inn last night has been murdered. His throat has been cut with a knife. We must search your bag."

The officer told the soldiers to search Aksionov's bag. The soldiers began to pull out everything that was in his bag. Suddenly one of them took a knife from it and asked, "Whose knife is this?"

Aksionov was too surprised and frightened to say anything. He looked on helplessly.



"Why is there blood on this knife?" asked the officer, Aksionov tried to answer, but he could only stammer.

"I–don't–know. That isn't *my* knife."

"You can hardly expect us to believe you. You were with the merchant last night. This is a blood-stained knife in your bag. Why did you kill him and how much money did you steal?"

Aksionov swore that he had not done it. But his voice was broken, his face was pale, and he trembled with fear as though he were guilty. The soldiers tied his feet together and flung him into a cart. His money and goods were taken from him, and he was sent to the nearest town and put in jail there, to await trial.

When his wife heard about his arrest, she was in despair. She went to the jail, where her husband had been shut up with thieves and criminals. She was overcome by grief and fell unconscious. When she recovered, she cried a lot.

She said, "Dearest, tell your wife the truth. Did you actually kill him?"

"So you too suspect me!" said Aksionov and, hiding his face in his hands, he began to weep. Then a soldier came and told his wife to leave. Aksionov said good-bye to his family for the last time. He could hardly believe that even his wife suspected him. "It seems only God can know the truth; I am as innocent as ever. It is to Him we must appeal and expect mercy from Him alone," he said to himelf.

Aksionov hardly ever talked to anyone about his innocence, gave up all hope and prayed to God.

He was punished with flogging, and when the wounds healed, he was sent to the mines in Siberia. People hardly ever came back from Siberia.

For twenty-six years Aksionov lived as a convict in Siberia. His hair turned white as snow; his beard grew long, thin and grey; he stooped, he walked slowly, hardly ever spoke or laughed. But he prayed more than ever. He learnt to make boots and earned a little money with which he bought books on God and religion.

The prison authorities liked him for his meekness. His fellow-prisoners respected him. "We are glad that you are with us," they said to him. And Aksionov smiled wearily. He settled their quarrels and whenever they had complaints to make to the higher authorities, they made him their spokesman.

He never received any news of his wife and children.

Part ii

One day a fresh gang of convicts came to the prison. In the evening the old prisoners gathered round them and asked them where they had come from and what offences they had been sentenced for. Aksionov sat and listened.

One of them, a tall man of sixty, said, "I only took a horse that had been fixed to a sledge. I took it to get home more quickly, but I was accused of stealing. I did something really wrong long ago, and should have come here then, but that time I was not found out."

"Where are you from?" asked someone.

"From Vladimir. My name is Makar, but they also call me Semyonich."

Aksionov raised his head and said, "Tell me, Semyonich, do you know anything of the Aksionov family of Vladimir? Are they still alive?"

"Know them!—Of course I do. The Aksionovs are rich, though their father is in Siberia. How did you come here, granddad?"

Aksionov did not like to speak of his misfortune. He only sighed and said, "For my sins I have been in prison these twenty six years."

"What sins?"

Aksionov did not reply. His fellow-prisoners told the new-comer how Aksionov had been unjustly condemned for a crime that someone else had committed.

When Semyonich heard this, he exclaimed, "Well, this is wonderful! Really wonderful. But how old you've grown, granddad!"

The others asked him if he had seen Aksionov before. But Semyonich did not reply. He only said, "I am glad you are all with me, lads."

Aksionov wondered whether this man knew who had murdered the merchant; so he said, "Perhaps, Semyonich, you've heard of that great affair. Are you sure you have not seen me before?"

"Yes, I have heard a few things. The world is as full of rumours as ever. But it was long ago and I've forgotten."

"Perhaps you heard who really killed the merchant?" said Aksionov.

Semyonich laughed and said, "It must have been the man in whose bag the knife was found. How could anyone put a knife into your bag while it was under your head? It would surely have woken you up!"

Aksionov now felt sure that this was the man who had killed the merchant. All that night he lay awake. Here was the man who had been responsible for putting him in prison for twenty-six years. He even longed for revenge, but as often as such thoughts passed through his mind, he prayed more than ever and tried to forget them.

One night as he was walking about the prison, he noticed some earth rolling out from under some planks.

He stopped to see what it was. Suddenly Semyonich crept out from under the planks and looked up at Aksionov with fear in his eyes. Aksionov tried to walk on, but Semyonich seized his hand and said, "You should be glad that I've dug a hole under the wall. I have been at it ever since I came here. You just keep quiet, old man. We shall both escape. If you talk, they'll flog the life out of me; but I'll kill you first. Forget that you have ever seen it."

Aksionov trembled with anger as he looked at his enemy. He said, "I have no wish to escape. Why should you kill me? You killed me long ago!"

The hole under the planks came to the notice of the prison guards. The governor came and questioned all the prisoners. No one was willing to betray Semyonich. At last the governor turned to Aksionov and said, "You are a truthful old man. You have been quiet as ever. Tell me who dug the hole." Here was a good opportunity for him to take revenge on Semyonich. But Aksionov remained more silent than ever. He knew that Semyonich would be flogged to death if he told the governor what he knew. Getting no answer from Aksionov, the governor left the jail without finding out who had dug the hole.

That night, as Aksionov was about to go to sleep, someone came and quietly sat on his bed. He peered through the darkness and recognized Semyonich.

"Why have you come here?" asked Aksionov. Semyonich was silent. Aksionov sat up and said, "What do you want? Go away or I'll call the guard."

Semyonich bent close to Aksionov's ears and whispered, "Ivan Dmitrich, forgive me!"

'What for?"

"It was I who killed the merchant and hid the knife in your bag. I meant to kill you too, but I heard a noise outside, so I hid the knife in your bag and escaped through the window."

Aksionov did not know what to say. He was silent.

Semyonich said, "Forgive me! For the love of God, forgive me! I shall confess that I killed the merchant. Then they will release you and you can go home."

"What's the good of confessing now? Because of you I've suffered for twenty-six years. My family has forgotten me. Where can I go now? I have nowhere to go."

Semyonich kept on saying, "Forgive me! Forgive me!" and he began to sob.

When Aksionov heard him sobbing, he began to weep too.

"God will forgive you!" he said. "Perhaps I am a hundred times worse than you." And at these words his heart grew more peaceful and the longing for revenge left him. He only hoped for his last hour to come.

In spite of Aksionov's protests, Semyonich confessed his guilt. But when the order for Aksionov's release came, the poor old man was already dead.

Tolstoy [simplified]

PART III

Exercises

I. Comprehension Questions:

1. Why did Aksionov's wife ask him not to go on a journey?
2. Why did the police officers suspect Aksionov?
3. Describe the meeting between the Aksionovs in the prison.
4. How did Aksionov spend his time in prison?
5. Why did his fellow-prisoners like him?
6. What books did Aksionov read in prison?
7. Which words of Semyonich make it clear that he had seen Aksionov before?
8. "You killed me long ago," said Aksionov. What did he mean by that?
9. Why did Aksionov not betray Semyonich to the governor?
10. What made Semyonich confess his guilt to Aksionov?
11. "Perhaps I am a hundred times worse than you, " said Aksionov. Is this true?
12. Was Aksionov released from prison?

II. Some of the statements given below are wrong. If wrong, correct them and write them down.

1. Aksionov hardly ever drank after his marriage.
2. He agreed with his wife's idea and did not go on the journey.
3. Aksionov confessed to the police officers that he had killed the merchant.
4. The blood-stained knife belonged to Aksionov.
5. His wife suspected him of having committed the murder.
6. Aksionov was feared by his fellow-prisoners.
7. Aksionov read books of adventure in prison.
8. Semyonich recognized Aksionov as soon as they met in prison.

9. Semyonich confessed to Aksionov that he had murdered the merchant.
10. Aksionov was released from prison and he went back to his family.

III. (a) Rewrite the following sentences using *hardly ever*:

Example: He is often in a bad temper.
He is *hardly ever* in a good temper.

1. She often sings badly.
2. Our class leader often makes bad speeches.
3. Sampath's acting is usually good.
4. Our cook usually makes good *jilebis*.
5. The Rajdhani Express is usually punctual.

(b) Complete the following sentences using *as ever* or *than ever*. Use the words in brackets.

1. *Rani*: How are your neighbours now?
Vani: They are——— (noisy)
2. *Rajesh*: Your brother was trying to reduce his weight. How is he now?
Ganesh: ————(fat)
3. *Sita*: The Brindavan Gardens were beautiful. How are they now?
Mohana: They are———(more beautiful)
4. *Mani*: Your little brother used to be very talkative. How is he now?
Raju: ———(talkative)
5. *Bhaskar*: The dogs in your street used to be noisy. Are they quiet now?
Balu: Now they bark———(more loudly)
6. *Wife:* You have become———(more absent-minded)
This morning you used shaving cream instead of toothpaste.

Husband: You are————(critical)

IV. (a) How would you describe the following people? Choose appropriate words from the list given below:

a traitor, a convict, superstitious, innocent, spokesman

1. One who believes in witchcraft, magic and omens.
2. One who is free from guilt.
3. One who has been punished and sent to jail.
4. One who speaks for others.
5. One who betrays his country.

(b) Fill in the blanks choosing appropriate words given in brackets:

1. We should treat erring people with————(cruelty, mercy).
2. Sekhar has done his examinations badly. He is full of————(hope, despair).
3. The judge asked, "What————(defence, offence) is he accused of ?"
4. People liked Aksionov because he was————(meek, proud).

LESSON 9

PART I

PREPARATION AND PRACTICE

A. **Teaching Item:** Passive Voice—verb—ing.
The child is used to *being beaten*.

Examples:

1. Madhu is the only child of rich parents. His parents give him whatever he wants. He expects to be praised by everyone. He is now used to *being praised.*
2. Leaders of the country are respected by everyone. They are used to *being received* everywhere with great ceremony.
3. Ravi is an enthusiastic cricketer. He is now the captain of the school team. He is hopeful of *being recognized* as a state player soon. In a few years he is certain of *being included* in the Indian Eleven.
4. Mr Prasad, an engineer, has made a new plan for building cheap houses. He is confident *of its being accepted* by the government.
5. People who come to India from other countries can be sure of *being treated* well here.

B. **Words and Phrases:**

1. *employee:*
Murugan works at the Integral Coach Factory at Perambur. He is an *employee* of the Integral Coach Factory.
2. *mint:*
(A place where coins are made, usually under the control of the government.)
3. *aspire to:*
The Japanese team of women mountaineers was very ambitious. They *aspired* to conquer Everest. They were successful.
Mohan is a promising actor. He *aspires* to act in films and become a famous actor.

4. *generation:*
(A period of time, about 30 years) (all persons born about the same time; the period or age in which they live.)
The older generation does not usually approve of the conduct of the younger *generation.*
5. *genius:*
Ramanujam was a mathematical *genius.*
6. *regard* (*v*):
When Edison was a student, his teacher *regarded* him as strange. Later, people *regarded* him as a genius.
7. *in store for:*
Chandru's father was waiting for him to come back home. He wanted to punish him for coming home late every evening. Chandru did not know about the punishment *in store for* him.
8. *residence:*
Ravi's father has built a new, large house. His family moved into the new *residence* a few days ago.
9. *apprentice:*
Nagesh is learning to make shoes. He works as an *apprentice* in a shoe company.
10. *ignore:*
When poor Rahim went to meet his rich uncle, the latter did not take any notice of him. His uncle *ignored* him.
11. *consist of:*
Water *consists* of hydrogen and oxygen.
12. *makings:*
Even as a young man, Gandhiji had certain qualities of character, which showed that he had the *makings* of a great leader.
13. *to be thrilled:*
We *were thrilled* when we heard of India's success in the World Cup Hockey Tournament.
14. *to work at:*
Darwin *worked at* the Theory of Evolution for a number of years.
15. *electroplate:*
(cover spoons, dishes, etc., with silver by the use of electricity.)
16. *immense:*
Immense quantities of cement are necessary to build a dam.
The work done by Sarojini Naidu for the freedom of women has been of *immense* value.

17. (*to be*) *absorbed:*
David *is absorbed* in the study of music. He has hardly any time for other matters.
18. *break down:*
If people work very hard without any rest, their health *breaks down*. They fall ill.

PART II

MICHAEL FARADAY

One day an employee of the Royal Mint had to do an experiment at the Royal Institution, London. His name was Joseph Newton. He saw an old, shabbily-dressed man sitting in a corner of the laboratory and looking at him in a curious way.

"Have you been here long?" asked Newton.

"Yes, a good many years," said the old man.

"Are you a laboratory assistant here?"



"Yes."

"Do they pay you well?"

"Not well enough. I should be glad to make a little more money," said the old man.

"And what, my man, is your name?"

"Michael Faraday."

Faraday was then seventy-five years old and had become one of the most famous scientists of his age. But he remained simple and plain till the end of his life. He never aspired to worldly success and, when it came, it did not make him proud. He still went to his laboratory and worked like an ordinary man. He did not expect to be recognised or praised. He was offered the Presidency of the Royal Society, but this most brilliant scientist of the generation refused the honour. He said, "I must remain plain Michael Faraday to the last."

He was very poor during the early years of his life. His father was a blacksmith and his uncles were cobblers, grocers, farmers and clerks. As a child, he showed no promise of his future genius. His teachers regarded him as very dull. He could not pronounce the letter 'r' in his brother's name, Robert, and in other words. He called his brother 'Wobert!' The teacher asked Robert to get her a good cane so that she could give Michael a public flogging. But Robert refused to buy a cane; instead, he told his mother about the cruel punishment in store for Michael. The mother took both boys out of the school. And thus Michael's days at school came to a sudden end.

The family was getting poorer day by day. Michael's father could not make enough money in the poor Surrey Village of Newington Bults. He decided to move to London, but this change of residence did not bring about a change of fortune. The family still lived on hard crusts of bread. Michael

used to cut his bread into fourteen equal sections, two sections a day, one for lunch and one for dinner. He was never used to being well fed, although he did not starve. When he was thirteen, his parents decided to put him to work. Michael began to work for a bookseller and stationer. One of his duties was to carry the newspapers to the customers. In course of time he learnt bookbinding. Michael was very happy in his new job because he was now able to read all sorts of books in the course of binding them. The books that came to him for binding opened a new world of mysteries before him. "I especially liked to read the scientific books," he said later.

He also conducted simple experiments which did not cost him much. One day he saw an announcement about a series of lectures to be delivered by one Mr Tatum on Natural Philosophy (Natural Philosophy was the old description for what we now call 'Science'.) The admission fee for each of the lectures was a shilling. Michael did not have enough money. He despaired of being admitted to the lectures. Luckily for him, his brother gave him the necessary money to attend them. He took notes of these lectures and studied them over and over again.

He was only an apprentice at the bookseller's shop and when the term of his appointment came to an end, he was once again out of a job. His father was dead, and his mother was in great poverty. In spite of his best efforts, he could not find another job as a bookbinder. Luck came to his help once again. During his apprenticeship as a bookbinder, he had listened to a few lectures of the famous scientist, Sir Humphrey Davy. Faraday had made notes of the

lectures; he now bound them up in a neat volume and sent them to the great scientist. He also asked for a job. He was afraid of being ignored but, to his surprise, Sir Humphrey replied. Faraday was offered the job of a laboratory assistant in the Royal Institution. His duties consisted of washing the bottles, cleaning the desks and sweeping the floor.

But Faraday was soon able to show that he could do much more than a mere cleaner's job. He began to take a deep interest in the experiments conducted by Sir Humphrey Davy. Master and servant began to work side by side. Within a few months Sir Humphrey understood that Faraday had the makings of a scientist. His faith in Faraday was such that he decided to take him with him to Europe on a lecture tour. Faraday did not expect to be treated with so much regard by such a great man as Sir Humphrey. To work and travel with Sir Humphrey was perhaps the best scientific education he could have had.

They sailed for France in October, 1813. It was a risky time to travel in Europe because France under Napoleon was then at war with England. But Napoleon had such great respect for scientists that he allowed Sir Humphrey and Faraday to travel freely in France. Leaving Paris, they went to Florence. Here Faraday was thrilled to see one of Galileo's telescopes. A month later they were in Rome. Here they met Count Volta, the Italian scientist, who had made the first battery. Faraday's later experiments in magnetism and electricity were possible because of this battery. Wherever they went, they gathered new scientific information. In 1815 they returned to

England and Faraday continued his work in the laboratory of the Royal Institution.

Faraday once wrote, "What is love? A nuisance to everybody. Love makes philosophers into fools." He never expected to be married. But strangely enough the young scientist began to pay court to Sarah Barnard. They were soon married. Like Faraday, she too liked a life of simplicity. For more than half a century she took good care of him and helped him in his work.

Soon Faraday began to make a name for himself as a chemist. He had trained himself in public speaking and his lectures attracted crowds. He was able to explain difficult scientific facts in clear, simple language. He was put in charge of the laboratory of the Royal Institution. At thirtythree years of age, he was elected a Fellow of the Royal Society, the highest honour that can be awarded to a British scientist.

So far almost all the discoveries of Faraday were in the field of chemistry. He now began to be interested in electricity. A Danish scientist called Oersted had demonstrated that magnetism and electricity were connected. Ampere, the French scientist, had shown that a magnet could be made by twisting a wire round a bar of iron and passing an electric current through the wire. It was left to Faraday to make perhaps the greatest discovery of all. He asked himself: if an electric current can produce magnetism, why cannot a magnet produce an electric current? He worked for years at this problem. Soon he made a machine based on this idea—a machine which produced a continuous electric current. He called it

a 'dynamo', which in the Greek language means 'power.' Faraday had indeed produced a new power. The dynamos that give light and heat for cities all over the world and produce electric current that drives electric trains and machinery of every kind, had been invented.

By continuously working at the laboratory, he discovered the laws of electricity. He also studied the effects of passing an electric current through liquids and thus invented the process of electroplating metals. Because of overwork, his health broke down. The government gave him a pension and permitted him to live in a house at the royal palace at Hampton Court.

In his later years he spent a lot of time improving the lighting system in lighthouses. We are now familiar with the powerful beams of light which shine from a lighthouse showing the way to ships at sea. They have been and are of immense help to sailors.

In spite of his fame and greatness, Faraday remained simple and modest throughout his life. Whenever he discovered something new, he used to shout with joy and dance round the laboratory. He often forgot to eat his lunch because he got absorbed in the experiment he was conducting. He was used to being praised everywhere, but he never became proud. When he grew too tired to work at the Royal Institution, he resigned his post and quietly continued to work in his study at Hampton Court.

"A glorious sunset," he once wrote, "brings with it a thousand thoughts that delight me." Electricity which we use every day in a thousand ways will constantly remind us of Michael Faraday.

PART III

Exercises

I. Comprehension Questions:

1. Did Joseph Newton know who he was talking to?
2. Give two examples to show that Faraday remained simple throughout his life.
3. How did Faraday's life at school come to a sudden end?
4. What work did Faraday do for the book-seller?
5. How did Faraday get a job under Sir Humphrey Davy?
6. Why was it a risky time for Sir Humphrey and Faraday to travel in Europe?
7. How was the travel in Europe useful to Faraday?
8. What was the honour awarded to Faraday when he was thirty three years old?
9. What led Faraday to the discovery of the dynamo?
10. Mention two other useful things done by Faraday.

II. Match the following inventors with the things they invented:

1. Alexander Graham Bell	the dynamo
2. Thomas Alva Edison	the electric bulb
3. Alexander Fleming	penicillin
4. Michael Faraday	the telephone

III. Look at the example and then write a sentence each about the people mentioned below. The words in brackets will help you.

Example: A senior teacher (hopeful, promoted)
He is hopeful of being promoted as headmaster.

1. Arjun Singh is a good hockey player. (certain, included in the Indian Eleven).
2. Kumar is a brilliant student. (sure, placed in the first rank).
3. Arun is very popular. (confident, elected the school leader).

4. The leader does not look surprised by the great welcome given to him. (used to, welcomed everywhere).

5. Praise does not move him (used to, praised by everyone).

IV. **Fill in the blanks with appropriate words chosen from the list given below:**

thrilled, ignored, aspired to, because of, regarded, generation, immense

Most of the great leaders of Gandhiji's———have now passed away. They———build up an India without the barriers of caste and class. ———their———sacrifices, we now live in a free country. We were———to listen to their great speeches. No one———their advice to fight nonviolently. In fact, people ———their advice as invaluable.

LESSON 10

PART 1

PREPARATION AND PRACTICE:

A. Teaching Item: *for ever*

1. "I hear that Ramesh is going to England. How long is he going to be there?" said Henry.

   "He is going away *for ever*. He has decided to settle down in England," said Govind.

2. The plays written by Kalidasa and Shakespeare are famous all over the world. They will be read and enjoyed *for ever*.

3. Asoka is the only king in history who gave up war at the moment of victory. He will *for ever* be remembered as a great king.

4. The earth will be going round the sun *for ever*.

B. Teaching Item: Some patterns with *It is*.........

1. The captain of the volley-ball team said to the teacher, "We did our best, sir. *It is a pity* that we were beaten."

2. "*It is good* that the monsoon has broken out at the right time," said the farmer. "We will have a good harvest this year."

3. "We had better go home at once," said Sheela. "*It is sure* to rain soon."

4. "It is better that we walk to school," said Padma. "The bus will be late, and *it is likely* to be crowded."

C. Words and Phrases:

1. *fairy:*

(a small, imaginary being, shaped like a human being, with magic powers, able to help or harm people)

2. *admiration:*

Meera's classmates had no great respect for her. But when she got the first rank in the examination, they looked at her with *admiration.*

3. *to try something on:*

Jaya lost her slippers at the music concert. When all the people had gone, she saw that a pair of slippers had been left behind. She *tried them* on. They were too large for her.

4. *to get rid of:*

An old man climbed on to the neck of Sindbad the Sailor. Sindbad found it difficult *to get rid* of him.

5. *witch:*

(a woman who was supposed to have magic powers with which she could do evil. Witches were said to be helped by devils or evil spirits)

6. *delighted:*

Mohan felt very happy when he was elected captain of the school cricket team. He said, "I *am delighted* to be the captain."

7. *fascination:*

Some people are strongly attracted by life in the cities. City life has a *fascination* for them.

8. *cursed:* (v)

The sage *cursed* a wicked man to turn into stone.

9. *take pity on:*

When the Buddha saw a wounded swan, he *took pity on* it and nursed it with his own hands.

10. *curious & curiosity:*

When people saw a bright object in the sky, they wanted to know what it was. They became *curious*. They showed *curiosity*.

11. *tragic:*

When John Kennedy, the President of the United States, was shot dead in Texas, people the world over were shocked. His death was *tragic*.

12. *torment:*

Children often give pain to dogs and puppies by throwing stones at them or chasing them. They *torment* the poor creatures.

PART II

FAIRY TALES

How many fairy tales do you know? You must have read a few of them in the earlier classes and heard a lot of them from your teachers and elders. They are interesting to young and old alike. Have you read the story of Cinderella, for instance, or the Frog Prince or Hansel and Gretel? Cinderella's step-mother treats her very cruelly. It is a pity that the step-mother's two ugly daughters also treat her badly. Cinderella is very beautiful while the other two girls are ugly. The Prince of the country holds a big dance party to which he invites a lot of people. The two ugly daughters go to the dance, but the cruel step-mother does not let Cinderella go. Cinderella is very sad. But a fairy appears before her and gives her rich clothes and beautiful golden slippers to wear and takes her to the dance in a chariot. Cinderella now looks really beautiful like a princess. When

she reaches the party, people look at her with admiration. The Prince dances with her again and again.



But Cinderella must reach home before midnight. She rushes home, and in her hurry she leaves one of her slippers behind. The prince wants to find out who Cinderella is. He gets the slipper. "It is lucky that she has left one of her slippers behind," he says. His soldiers go from house to house in search of the owner of the slipper. At last they reach Cinderella's house. The ugly sisters try the slipper on, but it does not fit them. Then Cinderella is permitted to try it on. The beautiful, golden slipper fits her tiny foot, and the Prince marries her. A very interesting story, isn't it?

Hansel and Gretel also had a cruel step-mother. She hardly ever spoke a kind word to them. Hansel used to collect pebbles and keep them in a bag. The cruel step-mother persuaded the children's father

to take them to a forest and get rid of them for ever. The kind father did not like to do anything so wicked. But he finally agreed to his wife's plan, even though he hated to do it. The next morning Hansel and Gretel were taken to the forest. As they were walking, Hansel dropped all along the way the pebbles he had collected. They were given a piece of bread each and left in the forest. When it grew dark, Gretel, the girl, began to cry, but Hansel said, "Don't cry. I know the way back home. It is good that I have dropped pebbles all along the way." When the moon rose, they started back home. They looked for the pebbles and found their way home. The step-mother was angry to see them, but she did not show her anger. The next day they were once again taken to the forest. This time Hansel had no pebbles to drop on the way. Instead, he dropped tiny bits of bread. The bread was eaten by the birds, so the children could not find their way home. They were alone in the dark, wild forest. They saw a little white bird which guided them to a cottage. There was an old witch in that cottage. She took them into the house with the wicked intention of eating them. By a clever trick the old witch was killed. The white bird once again guided them to their home. On the way the white bird gave the children diamonds and other gems. They were very happy. Their step-mother had left their father because, ever since the children had been left in the forest, he had not stopped thinking of them. The father was delighted to see his children again, and they lived happily ever after.

The two stories which have been briefly retold give us some idea of the fascination fairy tales have for

young and old alike. Once we begin reading a book of these stories, we cannot stop until we have reached the end. Every country in the world has its own fairy stories. Mothers tell children these stories to put them to sleep. Some people collect fairy tales and bring them out in the form of a book so that a large number of people can read and enjoy them.

Fairy stories are full of princes, princesses, kings and queens, cruel step-mothers, witches who do evil, and fairies who help people in trouble. There are also animals and birds which talk and behave like human beings. We also find kings' palaces, poor people's cottages, forests, mountains and streams, trees with beautiful birds whose nests are full of gems and pearls. There are good people and wicked people. The good people live happily in the end and the wicked ones are punished. For instance, a princess is cursed and put to sleep for a number of years by a witch. Long afterwards a handsome prince finds her sleeping. At his touch she wakes up. They are married and they live happily ever after.

Another prince is turned into a frog by a wicked witch and lives in a well. A princess takes pity on the frog and takes it home to play with. Lo and beholt, the frog turns into a handsome prince! They become man and wife and live happily ever after.

Fairy tales usually end with these magic words, "They lived happily ever after."

While we are reading fairy tales, we are hardly ever conscious of the fact that many impossible things are happening in these stories. We take the world

of the fairy tales for granted. Children do not ask questions about the actual facts of a story and older people are prepared for strange events in a strange world. The sense of justice in children is satisfied when, at the end of the story, the wicked people are punished and the good ones live happily ever after. The happy ending leaves the reader happy.

It is fortunate that there are people who have collected these popular stories for us to read. Jacob Grimm and Hans Christian Andersen are well known the world over for their collections of fairy tales. Grimm belonged to Germany and Andersen to Denmark. They listened to people telling these tales and put them together into stories. Every country has its own kind of stories which have passed from father to son and have become the common property of all mankind. Many a weary hour is made light and pleasant by these stories. As long as there are children and grown-ups with the innocence and curiosity of children, fairy tales will be enjoyed.

PART III

Exercises

I. Comprehension Questions:

1. Why was Cinderella unhappy?
2. How was she able to go to the dance party?
3. How was the Prince able to find her again?
4. Why were Hansel and Gretel taken to the forest?
5. How did they find their way back home?
6. Why were they not able to go back home the second time?

7. How did the little white bird help them?
8. What happened to their cruel step-mother?
9. Why do we like fairy stories?
10. How did the sleeping princess wake up?

II. Put the following events in the right order:

1. She was taken to the dance party in a golden chariot.
2. Cinderella was sad.
3. Her step-mother did not let her attend the dance party.
4. In her hurry to get back home she left one of her slippers behind.
5. The Prince and Cinderella were married.
6. The ugly sisters tried the slipper on.
7. The Prince wanted to know who the slipper belonged to.
8. His soldiers went from house to house in search of the owner of the slipper.
9. They went to Cinderella's house.
10. Cinderella danced with the Prince.

III. Pick out the correct statements from the ones given below:

A. *Hansel and Gretel were left in the forest because:*

(*a*) they were mischievous children.
(*b*) their father did not like them.
(*c*) they liked to watch the animals and birds in the forest.
(*d*) their wicked step-mother wanted to ged rid of them.

B. *The witch took Hansel and Gretel to a cottage because:*

(*a*) she wanted to give them a good dinner.
(*b*) she wanted to take them to their parents.
(*c*) she wanted to eat them up.
(*d*) the children liked to live in the forest.

IV. To which of the sentences given below can you add *for ever?*

Pick them out and rewrite them adding *for ever*:

1. The stars, the sun and the moon will shine.
2. The Himalayas will be covered with snow.
3. This engine will work.
4. The leaves in the trees will be green.
5. The Emperor Asoka will be remembered.
6. The roses in my garden will remain beautiful.

V. Re-write the following sentences beginning them with *It is*:

Example: That Kennedy was shot dead is tragic.
It is tragic that Kennedy was shot dead.

1. That the accident happened is unfortunate.
2. That Geetha failed to get the first rank is a pity.
3. That the lights went out during the dance is bad.
4. That the monsoon set in at the right time is good.
5. That David's marks are high is excellent.
6. That such a young man suffers from ill-health is sad.

VI. Fill in the blanks with suitable words or phrases from the ones given below:

take pity on, fascination, delighted, admiration, to get rid of, curiosity.

1. Bad habits are difficult————.
2. Stories have a great————for everyone.
3. The teacher was————with the excellent answer given by the pupil.
4. People who have no————at all will not learn much.
5. When the famous actor appeared on the stage, people looked at him with————.
6. Sekhar saw a poor boy at the bus stop. The boy said, "I am an orphan. Won't you————me, Sir?"

LESSON 11

PART I

PREPARATION AND PRACTICE

A. Teaching Item: Some uses of *just*

1. " The guest hasn't arrived yet," complained Guru's father. " He has come, " said Guru. " He arrived *just* now."
2. " Where is Geetha?" asked her mother. " She left for school *just* now," said her father.
3. Why haven't you finished your composition yet?" asked the teacher. " We have finished, Sir," said Keshav. " We finished *just* now."

B. 1. Mr Narayan has a lot of money now. But when he first came here in 1960, he had *just* five rupees with him.

2. " Come on! Let's play," cried Mohana. " Wait!" said Meera. " I have *just* a page more to write."
3. Mr Krishnaswamy is *just* 17 years old, but he is already a mathematical genius.

C. 1. " You've come at the right time," said Mani. " We were *just* talking about you."

2. We ran all the way to the ground. But we were in time. The match was *just* going to begin.
3. Ramesh doesn't take anything seriously. When I told him that he had failed in the examination, he *just* laughed.

D. 1. Vatsala and Meena went to see the headmistress but they were asked to meet her later. " I am busy *just* now," said the headmistress.

2. "Can I take your bicycle for a few minutes?" asked Nazir. "Sorry, you can't take it now. I am repairing it *just* now," said Ramu.

3. "Can I talk to you for a few minutes?" asked Mr Shankar. "Sorry. I am going to the station *just* now. I'll be back in half an hour," said Mr Pasha.

E. Words and Phrases:

1. *rot:* (v)

   When some people suffer from certain diseases, their fingers and toes begin to *rot.*

2. *direction:*

   Mr Pandian did not know how to reach the railway station. He got *directions* from a policeman.

3. *missionary:*

   (a person who tries to spread the knowledge of his religion, especially among people who are ignorant of it.)

4. *in the open:*

   This morning our teacher took us out of our classroom. We had our class *in the open,* under the trees.

5. *hygiene & hygienic:*

   (the principles of health.)
   Unless we live in *hygienic* conditions, we will fall ill.

6. *determined:*

   Vasu is working very hard. He is *determined* to get the first rank in the examination.

7. *gratefully:*

   Murugan had no money to buy books. His neighbour, a rich man, helped him with money. Murugan accepted the help with thanks. He accepted it *gratefully.*

8. (*to be*) *moved to tears:*

   Asoka *was moved to tears* when he saw a large number of people dying in the Kalinga War.

9. *abandon:*

When the sailors knew that the ship was sure to sink, they *abandoned* it and saved themselves.

10. *pilgrim:*

Mr Muniram is on a tour of the famous temples in the country. He worships at every temple. He is a *pilgrim*.
A lot of *pilgrims* go to Palani and Tirupathi.

11. *destitute:*

When Karuppan died in an accident, there was no one to take care of his wife and children. They were left *destitute*.
The Government has a scheme to help *destitute* families.

12. *the slums:*

(the place where the poorest people live.)

13. *tend:* (v)

A cowherd *tends* cows.
Doctors and nurses *tend* the sick.

14. *alleviate:*

Manickam had hurt himself in an accident. He was in great pain. The doctor gave him an injection to *alleviate* the pain.

15. *fruitful:*

Gandhiji worked for improving the lot of the Harijans.
His work was *fruitful*.
Now their condition is better.

16. *selfless:*

Florence Nightingale tended the sick day and night without caring for her own comforts. She did *selfless* work.

17. *recognition:*

Faraday won *recognition* as a scientist.

18. *voluntary:*

In times of floods, many doctors come forward to help people of their own accord. They do *voluntary* service.

PART II

MOTHER TERESA OF CALCUTTA

A leper has just been brought into the orphanage. He is about to die. His limbs are rotting away. A few of his fingers are missing. It is doubtful if he is actually breathing. But the sisters of the Missionaries of Charity are bending over him. Someone has sent for Mother Teresa. She arrives. And all of them together are looking at the body on the floor. One of the sisters, under the direction of Mother Teresa, has already begun to wash his sores and another tries to feed him. The body on the floor opens its eyes and looks around at the gentle faces above it. "He is alive," says Mother Teresa and smiles sweetly at the sisters standing around her. All of them are happy. A life has been saved.

Who is Mother Teresa? Mother Teresa was born in Skopje in Yugoslavia. When she was just twelve years old, she felt that she had to help the poor and live for them. However, six more years passed before she actually decided to leave her family and join the missionaries going to India from Yugoslavia. Some of them had told her of the Loreto nuns who were doing excellent service in Calcutta and other places. She became a nun and was sent first of all to Loreto where she started her work as a teacher. "I love teaching most of all," she says. Yet, she felt that her real work lay with the poorest of the poor. Although she was very happy at Loreto, she left it. With the blessings of the Pope she decided on her new course of work. This was in 1948. She left Italy for India.

She first went to Patna to get some training from the sisters there in nursing the sick, the wounded and the dying. Then she went to Calcutta and started a small school in a poor area. There was no proper classroom or building, but she conducted her school in the open. At first, there were five children, picked off the streets. She taught them the alphabet, told them stories and gave them practical lessons in hygiene. She taught them how to wash themselves and remain clean. They were big children who had never been to any school because no school wanted them. Then some of the pupils she had taught at Loreto joined her. And the work started growing.

We can imagine how determined she was to do good. She had just five rupees with her when she started her school. She had decided that she would not ask for money. But the money started coming in. She gratefully accepted gifts and contributions. The first ten girls who joined her at the school as teachers had all been her pupils at Loreto. In her own words, "They surrendered themselves to God to serve the poorest of the poor." Then came doctors and nurses to do voluntary work; they did not take any money for their work. In 1952 Mother Teresa opened the first Home for the Dying.

Mother Teresa saw people dying in the streets of Calcutta. She was moved to tears at the sight of people dying without anyone to care for them. She knew that such people should feel that they were wanted. The Home for the Dying took care of people who had been abandoned in the streets to die unknown and uncared for. Mother Teresa herself picked up the first one to be taken into the Home for

the Dying. This dying woman had been half-eaten by ants and rats. The Mother took her to a hospital where the doctors could not help her. The woman died in a few hours. Mother Teresa then went to the municipality and asked for some room or building where she could bring the dying poor. She was shown an empty hall where in the old days pilgrims used to rest. She gladly accepted this hall and within just twenty-four hours started her work. Since then she has picked up thousands of dying people from the streets and looked after them. Some of them have died while a lot of them lived on to be grateful to her. If they could work, she found work for them or sent them to homes for the destitute where they lived happily until they died.

Mother Teresa also takes in children who are found in the streets with no one to take care of them. Sometimes children are just left in hospitals by their parents, and the hospitals send them to Mother Teresa. She takes them all in and looks after them. Then there are the lepers whom people usually avoid. She takes care of them, finds them work to do and makes them feel wanted. The sisters are trained to look after lepers. In fact, the training given to them is severe. Their day begins very early in the morning with prayers. Then they wash clothes, their own and those of the poor and the sick. They have to go to the slums and teach the poor to improve their lot. They spend the whole day tending the sick, teaching the poor and attending to a lot of other work like cooking and cleaning the rooms.

Whoever joins this society has to work hard. Girls from middle class and rich families are with her gladly

doing the work of alleviating the misery of the poor. They have made the sacrifice of leaving the comforts of their homes just to work with Mother Teresa, to make the life of unwanted people and children less miserable.

Mother Teresa's work has grown over the years. Her society works in twenty-five cities in India and outside India it works in Sri Lanka and Tanzania, in Venezuela and in Rome. Rich people in India and in other countries send in their gifts and contributions to Mother Teresa. Children from England, Denmark and Germany send gifts and medicines and toys to the poor children who are in her care. People from all parts of the world help her in some way or other; they are all bound to her by chains of love; she gets help without asking for it.

What is the secret of Mother Teresa's success? "Faith is a gift of God," says Mother Teresa. "Without faith there would be no life. And our work, to be fruitful and to be all for God and beautiful, has to be built on faith."

Her hard selfless work in the cause of the poor and the destitute has won the admiration of all. She is firm in her belief that she is doing God's work. The poor, the unwanted sick and the dying are all God's children. True happiness lies in making other people happy, especially those that society has abandoned. Mother Teresa lives a simple life. When the Pope presented her with a large, beautiful car, she conducted a lottery with the car as the prize for the winning ticket. The money thus collected was used for her work. She thinks that all this good work is just a

drop in the ocean and that much more remains to be done.

The greatness and the usefulness of her work are recognised all over the world now. The Government of India has permitted her to travel free of charge anywhere in India by train. In recognition of her humanitarian work she was awarded the Nehru Peace Prize for International Understanding in 1971. The Government praised her work and gave her the prize money of a lakh of rupees.

Mother Teresa is sixty-five years old now. She continues to do just as much hard work now as she used to do thirty years ago. She has lighted a lamp in the dark lives of the poor and that light will burn brighter and brighter in the years to come.

PART III

Exercises

I. **Comprehension Questions:**

1. What did Mother Teresa learn at Loreto?
2. What did she do at first at Calcutta?
3. What did she teach the poor children?
4. What was the work done in the Home for the Dying?
5. What made her former students join her and work with her?
6. How did Mother Teresa take care of the destitute children?
7. Describe the work of the sisters who work with her.
8. How do the children of other countries help Mother Teresa?
9. How did the Government of India honour her in 1971?

10. "She has lighted a lamp in the dark lives of the poor." What does this sentence mean?

II. Rewrite the following sentences using *just, just then, just now* wherever appropriate:

1. I had hardly gone out when it started to rain.
2. "I am busy at the moment," said the teacher. "Meet me in ten minutes' time."
3. "I don't know how I can give you fifty rupees now," said Madhu. "I only have ten rupees with me."
4. The film had started exactly five minutes before we reached the cinema.
5. James was climbing a tree. Exactly at that time he saw his teacher.
6. "Are you looking for Sundaram?" asked Guna. "He left hardly a minute ago."
7. There was nothing wrong with Rahim's legs. He merely refused to walk.
8. We had gone a few miles. The car stopped for no particular reason.
9. He was running to the station. He had barely enough time to reach it before the train left.
10. The accident was serious. Kala barely escaped with her life.

III. Fill in the blanks in the second sentence with the noun form of the word in italics in the first sentence:

1. Kannan is *grateful* to the people who helped him. He is full of————to them.
2. Napoleon was *determined* to attack Russia, even though the weather was against him. His————led to the death of a large number of his soldiers.
3. A war leaves a number of people *destitute* and *destroys* vast regions. It leaves behind————and————.

4. Steps are being taken to *alleviate* the condition of the poor. Their————will lead to a really happy society.

5. During the floods army officers *directed* the work of moving people to dry areas. Work was done quickly under their————.

6. Gowri *decided* to practise singing every day. Because of that————she sings well today.

7. The world *recognised* the greatness of Tagore as a poet. As a sign of that————he was awarded the Nobel Prize.

8. The tree that was planted a few months ago is *growing* fast. It is nice to watch its————.

9. People the world over *contribute* to the work of the Missionaries of Charity of Mother Teresa. Their————help her a good deal.

10. Several organizations *collect* money to help the poor. Their————help the poor to a great extent.

IV. Write down the verb forms of the following words:

imagination, acceptance, admission, departure, arrival, development, continuance, suppression, admiration, reduction.

V. Composition:

Imagine that you are working with Mother Teresa. Describe in about twelve sentences what work you did on a particular day.

LESSON 12

PART I

PREPARATION AND PRACTICE

A. **Teaching Item:** *dare* (without *to* in questions and negatives)

1. Prabha, who was only ten years old, asked Padma, " Do you go out in the dark alone? I *dare not go* out alone."

   " I am not afraid of the dark," said Padma.

2. Kittu was alone in the house. His parents had gone out. A man with a big moustache came through the gate with a knife in his hand. Kittu was frightened. He hardly *dared breathe* for fear.

3. Two students went into the headmaster's room without knocking. " How *dare* you *come* in without knocking?" he shouted.

4. As Mr Premnath was getting on the train, someone stopped him. " How *dare* you!" shouted Mr Premnath. Then he looked at the man and laughed. It was his friend Afzal Khan.

5. " Father seems to be angry. I *dare not go* to him. You go on," said Prameela to her sister.

B. **Teaching Item:** ***dare*** (with *to* in questions and negatives)

1. Geetha and Chandri were at the zoo. " Shall we go near the tiger's cage?" Geetha asked. " No, I *would not dare to do* it, replied Chandri.

2. " Go and ask our teacher if he is giving us a test tomorrow," said Raghu to Nazir.

   " I *wouldn't dare to ask* him." said Nazir. " You ask him."

3. Nations *do not dare to* start wars nowadays because of the great destruction that they might bring about.

4. " Don't you *dare to touch* that gate," warned Gopal. " The dog in that house is very fierce."

C. Words and Phrases:

1. *scholarly:*

   Dr Radhakrishnan was a learned man. He was a scholar. He made *scholarly* speeches.

2. *usurp:*

   When anyone unjustly removes a king from the throne and himself becomes the king, he *usurps* the throne.

3. *duke:*

   (a nobleman of the highest rank. In former times, an independent sovereign ruler)

   The land under the rule of a *duke* is his dukedom.

4. *conspire:*

   The police came to know that four wicked people *were conspiring* (plotting) to rob a bank. They were arrested.

5. *engage:*

   The Government *has engaged* a number of special officers to catch the smugglers.

6. *release:* (v)

   Some prisoners *are released* from prison before their time if they behave well.

7. *deformed:*

   Some of the clowns at the circus are very short. They have short bow legs. They *are deformed.*

8. *monstrous:*

   Gulliver was on the island of Brobdingnag. The people there were 60 ft. tall. They were monstrous. At Lilliput where people were only 6 inches tall, Gulliver seemed to be *monstrous* to them.

9. *wiles:*

(tricks or cunning).

10. *come to harm:*

He is driving a car without knowing how to do it well. I hope he doesn't *come to harm.*

You won't *come to any harm,* if you wear warm clothes in winter.

11. *disposed of:*

Madan Lal *disposed of* his business in Madras and went to Allahabad.

12. *surpassing:* (adj)

Sunset at Kanyakumari is of *surpassing* beauty.

13. *threaten:*

Semyonich *threatened* to kill Aksionov when the latter caught him digging a hole in the prison.

14. *plead with:*

Saroja *pleaded with* her father to take her to Ooty with him, but he refused.

15. *console:* (v)

When Feroz lost his father and was in deep sorrow, his friends *consoled* him.

16. *break out:*

In olden days when a storm *broke out* at sea, ships were in great danger.

After floods, epidemics generally *break out.*

17. *banquet:*

(a feast)

The President gave a *banquet* in honour of the King of Nepal.

18. *vanish:*

The magician produced three rabbits out of his hat. When he waved his magic wand, they *vanished* (disappeared).

19. *vow:* (v)

Perseus *vowed* that he would return with the Gorgon's head.

PART II

THE TEMPEST

Prospero was the Duke of Milan. Being of a scholarly nature, he did not attend to his duties as Duke, but let his brother Antonio govern the dukedom for him. Prospero spent most of his time reading books, while Antonio began to make his own position stronger day by day. Prospero had a daughter called Miranda and he loved this motherless child very deeply. Antonio made himself more and more powerful by becoming friends with Alonso, King of Naples. He did not dare to usurp the dukedom without the help of Alonso. They conspired to overthrow Prospero and send him away from Milan. One night, while all Milan slept, some people engaged by Antonio and Alonso put Prospero and the three year-old Miranda into a boat with a little food. A kindly old counsellor from Naples, Gonzalo, placed Prospero's books also in the boat. The old Duke and his daughter were then left to the mercy of the unkind waves and the roaring winds. Thus Antonio, the ungrateful brother of Prospero, usurped the dukedom.

The creaking little boat carrying Prospero and Miranda reached a desert island. Here Prospero continued to read his books and improve his skill in magic. The island was full of pleasant spots and sweet sounds, but occasionally Prospero used to hear

howls of pain from a certain pine tree. At first he did not understand what made the tree howl, but as his knowledge of the art of magic grew, he realised that some spirit had been imprisoned in the tree, perhaps by a witch. Prospero's knowledge of magic helped him to release the spirit from the tree. This spirit of the air was called Ariel. As Prospero had rightly guessed, the witch Sycorax had imprisoned Ariel in the tree. On gaining his freedom, Ariel was so happy that he was willing to do anything that Prospero commanded him to do. In fact, no spirit ever dared disobey Prospero.

There was also a deformed, monstrous creature on the island called Caliban, the son of the witch Sycorax. While Ariel was a pleasant and happy spirit; always eager to please Prospero, Caliban was often disobedient. He knew that Prospero would punish him; but it was not in his nature to be obedient. He claimed that the island was his, left to him by his mother Sycorax, and that Prospero had robbed him of it. He had shown Prospero all the beautiful places in the island and the places where fresh water and berries were available. In return, Prospero had taught him his language. Caliban used the language only to curse Prospero. He dared to offend Prospero, even though he was sure to be punished.

The only human being Miranda ever saw was her father. She grew up in this beautiful island, obedient to her father and innocent of the wiles of the world. Her world was the island, and her guardian, teacher and preceptor, her father. Twelve years passed in this manner. Miranda was fifteen.

One day she and her father were standing on the sea-shore when a terrible storm broke out. Lightning lit up many parts of the sky and thunder seemed to



crash around them. Miranda could see a ship far out at sea struggling to keep itself afloat in the rolling waves. At one moment it appeared to be on top of the waves and in the next the waves seemed to swallow it up.

Miranda stood in awe of her father, but she asked, "Father, have you by your magical power raised this storm? If you have, please stop it, dear father. That ship and all the people in it will perish, if this storm rages on. Please stop it, father."

Prospero asked her not to worry about the ship. He then told her the story of his brother's treachery

and how they had been brought to that island. "That ship will come to no harm," he assured her. "By a lucky chance, my enemies are now in my power. The time to take revenge on them has come."

Prospero put Miranda to sleep because it was time for Ariel to come and report to him on the storm and how the ship and the people in it had been disposed of. Being a spirit of the air, Ariel was visible only to Prospero.

Ariel came flying upto Prospero and started dancing around him. "Come, my gentle spirit," said Prospero. "Tell me how you raised the storm and what you have done with the people who were in the ship."

"I got on the King's ship and produced lightning everywhere," said Ariel. "They thought they were going to sink, and Ferdinand, the King's son, jumped off the ship. I have left him sitting sadly in a corner of the island. He is thinking of his father. The others—Alonso, Antonio, Sebastian, the kind old man Gonzalo—are all safe. The king fears that his son is dead." Ariel further assured Prospero that all of them were safe and that they were in separate groups in different parts of the island. Each group of people thought that the rest of the party had been drowned.

This report of Ariel made Prospero happy. The people who had dared to depose him and leave him and his daughter to the mercy of the sea were now in his power.

Ariel flew away once again and sang softly in the ears of Ferdinand. It was a song about his father.

It made him feel sadder than ever to listen to it. As the voice of the invisible singer moved away from him, Ferdinand followed it. The voice brought him face to face with Miranda. He was surprised to find on that island a girl of such surpassing beauty. Miranda was equally surprised to find a handsome man coming towards her. Prospero intended them to meet and love each other, but he did not want Ferdinand to get Miranda's love easily. He wanted to test him first. Prospero called Ferdinand a spy who had dared to come to the island to usurp it from him. He threatened to chain him up and imprison him. Ferdinand drew his sword to fight Prospero, but Prospero's magic made it impossible for him to move and his sword dropped to the ground. Miranda pleaded with her father to be gentle with Ferdinand. But Prospero pretended not to listen to her. Ferdinand had to obey Prospero.

Meanwhile, on another part of the island, Gonzalo, the old courtier, was consoling Alonso who thought that his son Ferdinand was dead. Considering the violence of the storm, Alonso did not dare to hope that his son could be alive. The wicked men around him such as Sebastian and Antonio were blaming him for their misfortunes. He had given his daughter Claribel in marriage to the King of Tunis. They were on their way back to Naples when this storm had broken out. Alonso wept hot tears at the thought of his son who might have been swallowed by some monster of the sea. At this stage, Ariel put the king, Gonzalo and some of the courtiers to sleep; but the wicked men like Antonio and Sebastian did not sleep. They conspired to kill Alonso so that Sebastian could

become King of Naples. They drew their swords to put their plot into action, but Ariel whispered in the ears of Alonso and Gonzalo and they woke up to find the wicked Antonio and Sebastian standing with drawn swords. When asked why they had drawn their swords, they pretended that they had heard frightening noises and were getting ready to defend themselves.

Ariel now led them away towards Prospero's cottage. At first he presented a rich banquet before them, but when they tried to eat the food, it vanished into thin air. Then he accused Antonio, Alonso and Sebastian of being three sinful men who had dared to drive Prospero out of his Dukedom. These guilty men were shocked to hear the words of accusation, but they did not know who was saying these things, for Ariel was invisible. Alonso felt frightened at the mention of Prospero's name.

Prospero had put Ferdinand's love for Miranda to a severe test. At last he was convinced that their love for each other was sincere. He released Ferdinand. Miranda and Ferdinand were very happy. Prospero made them happier still with sweet entertainment and with music and drama, all produced by his magic.

Ariel now brought Alonso, Antonio, Sebastian, Gonzalo and the others before Prospero. Prospero first welcomed Gonzalo who could not believe that Prospero could still be alive. The others felt guilty and begged Prospero's pardon. Prospero forgave them and then showed Alonso his son Ferdinand and Miranda. Alonso was overjoyed at seeing his son. Prospero revealed how wicked Antonio and Sebastian

were and how they had conspired to kill Alonso. But he pardoned everyone.

Ferdinand and Miranda were married. Prospero gave Ariel his freedom to fly where he liked. He gave up his magic and vowed never to use it again. They all left the island and returned to Milan and Naples.

PART III

Exercises

I. Comprehension Questions:

1. Who did Antonio conspire with?
2. How did Prospero spend his time as Duke of Milan?
3. Who put Prospero's books in the little boat?
4. How did Prospero and Miranda reach the island?
5. How did Ariel become Prospero's servant?
6. Who was Caliban?
7. What did Ariel do with the people in the ship?
8. How did Ferdinand meet Miranda?
9. Why did Prospero call Ferdinand a spy and treat him cruelly?
10. How do you know that Antonio and Sebastian were wicked people?
11. How did Ariel treat Alonso and the others?
12. Did Prospero punish them all in the end?

II. Some of the following statements are wrong. If wrong, correct them and write down the correct statements:

1. Antonio and Sebastian conspired to usurp Prospero's dukedom.

2. Gonzalo placed Prospero's books in the boat.
3. Prospero and Miranda had a pleasant journey to the island.
4. Caliban was very obedient to Prospero.
5. Miranda used to play with Ariel.
6. Ariel's song led Ferdinand to Miranda.
7. Prospero welcomed Ferdinand to the island.
8. Ferdinand drew his sword and attacked Prospero.
9. Alonso and his party had a dinner provided by Ariel.
10. Prospero punished Antonio for his wickedness.

III. Answer the questions given below using *don't dare, didn't dare* or *dared not*. Make use of the hints given in brackets:

Example: Why don't you open the gate? (*a fierce dog inside*)

I don't dare to open the gate. There is a fierce dog inside.

or

I dare not open the gate.

1. Why don't you get your teacher's permission to go home early? (*looks angry*)
2. Why didn't you write the Mathematics examination? (*didn't prepare well*)
3. Why don't you ask your father for a birthday present? (*lost three hundred rupees this morning*)
4. Why didn't you stay on till the end of the film? (*full of violence*)
5. Why don't you fly to Delhi? (*hate flying*)

IV. Pick out the correct answer and write it down:

Prospero did not attend to his duties as a Duke because

1. he had to look after Miranda.
2. he was reading books all the time.
3. Antonio did not let him rule the dukedom.

Prospero raised the storm because

1. he had no work to do on the island.
2. he wanted to show Miranda how powerful he was.
3. he wanted to teach a lesson to his enemies.

Ferdinand did not oppose Prospero because

1. he loved Miranda.
2. he was made powerless by Prospero's magic.
3. he was listenting to Ariel's song.

Antonio and Sebastian drew their swords because

1. they wanted to kill Alonso.
2. they heard frightenting noises.
3. they wanted to kill Gonzalo.

V. Match the words given below with the people in the story:

scholarly	Ariel
innocent	Caliban
usurper	Prospero
kindly old counsellor	Miranda
spirit of the air	Antonio
deformed, monstrous	Gonzalo

VI. Fill in the blanks with suitable words from the list given below:

for, out, down, to, on, of, in, across, along, into

1. Because of over-work Sarojini Naidu's health broke———.
2. A fire broke————in the market yesterday.
3. ————the way————school Ravi called————his friend Sasi.
4. Mr Moorthy was robbed————his money when he was walking————the station.
5. The manager disposed————his visitors————a hurry because he had to leave————Delhi.

6. A new bridge is being built———the river Hooghly.
7. I was walking———the road when I met an old friend.
8. Just when we were about to sit down to read, the lights went———.
9. Kind people take pity———the poor.
10. A thief broke———Jalal's house last night.

LESSON 13

PART I

I. **There are no new Teaching Items in this lesson.**

II. **WORDS AND PHRASES:**

1. *on foot*:

   Mohan's school is very near his house. He does not go to school by bus. He walks the short distance. He goes to school *on foot.*

2. *traffic jam*:

   After the public meeting yesterday there were a lot of people and cars and buses on the road. The cars and buses could not move at all for half an hour. There was a *traffic jam.*

3. *to one's finger tips*:

   Mr Ashok speaks softly. He helps others. He is a gentleman *to his finger tips.*

4. *favour* (v):

   Ariel was very helpful to Prospero. Prospero *favoured* him while he punished Caliban.

5. *retreat* (v):

   The army found that further advance was impossible. They turned back. They *retreated.*

6. *precocious*:

   Sarojini Naidu passed the Matriculation Examination at the age of 13. She was *precocious.*

7. *to call upon*:

   The headmaster *called upon* Raju, the Pupil Leader, to speak at the School Day celebration.

8. *robust*:

   (healthy)

9. *acumen*:
(the ability to understand easily)

10. *persistent*:
(continuous)

11. *to press (thing) home*:
The lawyer, arguing at court, referred to a number of similar cases *to press home* his point.

12. *gesticulations*:
(wild and violent gestures)

13. *uncanny*:
Nobody teaches birds how to build nests. Their knowledge is mysterious. They have an *uncanny* ability to build nests and look after their young ones.

14. *premier*:
(head of the Council of Ministers of the provinces before Independence)

15. *insight into*:
(deep knowledge of)

16. *concerned about*:
(worried about)

17. *nuclear tests*:
(experiments to see how powerful atom and hydrogen bombs are)

18. *symbolise*:
The National Flag *symbolises* our national ideals.

19. *distinction*:
Babu took his B.A. Degree with *distinction*. He got the first rank in the University.

20. *associate* (adj)
(having the same status)

21. *apt*:
(appropriate)

22. *parable*:
(story with a moral)

PART II

RAJAJI

The frail man wearing a *jibba* and dark glasses and carrying a walking-stick, was a familiar figure all over India. One evening people returning home from offices in Madras were surprised to find him walking along the road to the Central Railway station just like an ordinary man. There were surprised looks and excited enquiries. People asked one another, "Why is he walking in this crowd? It could be dangerous." The man they were talking about was Chakravarthi Rajagopalachari and he was then the Chief Minister of Madras State. When Rajaji, as he was popularly and affectionately known, was asked why he was going to the station on foot, he had a simple answer. He had actually come by car. But the traffic jam near the station had forced the car to stop. He had to reach the station in time, so he had got out of the car and was walking. In any case, he did not see any reason why he should not walk a few steps even though he was the Chief Minister of the State.

It was well known to the whole country that he was a man of his convictions. He always strove to do the right thing according to the principles of truth and justice without much minding what other people thought of it. He was one of the closest associates of Gandhiji, but he dared to disagree with him on certain occasions. He was practical to his finger tips. He was almost the first to realise that India would have to be divided to create Pakistan. His colleagues in the Indian National Congress and even Gandhiji did not favour the partition of India. Rajaji knew, although

he did not like it, that we would have to pay that price for freedom from foreign rule. He went round the country making speeches favouring partition. At several places he was severely criticised. But he was not the man to retreat in the face of opposition. He bore all the opposition and criticism with patience and courage like the true non-violent soldier that he was. In the end he was proved right. India became India and Pakistan on 15th August 1947.

Rajaji was born on 10th December 1878 in a village called Thorappalli near Hosur. His father was the village munsiff; he was a scholar in Sanskrit. When he was at school, his eye-sight was very poor; he was not able to see what was written on the blackboard. But he must have been precocious. He listened to what the teacher said and managed to pass the examinations. In those days people hardly ever wore glasses until they were forty. Rajaji's father did not believe that his son could not see properly. After a lot of persuasion, he got Rajaji's eyes examined and bought him glasses. "It was a marvellous experience to see the world for the first time," says Rajaji, "to see the stars not as a vague mist of light, but with points and corners and colours, and to wake up in the morning and see the shapes of the leaves on the trees." At 17 he took his B.A. Degree and entered the Madras Law College.

Rajaji was interested in politics from the very beginning. He set up legal practice in Salem and soon became a very busy and popular lawyer. But he decided to move to Madras so that he could take a more lively and active interest in politics. But the law books that he took to Madras remained without being unpacked because he

met Gandhiji and joined the movement for the freedom of the country from the British rule. He was arrested and sent to jail a number of times. He used his terms of imprisonment to study Sanskrit, read the Gita and summarise in Tamil the stories of the Mahabharata and write about Socrates. He used to read out the plays of Shakespeare to the inmates of the prison, and such was the effect of his reading that they listened to him as though they were watching the plays enacted.

In 1937 Rajaji became the Premier of the Madras Presidency, as it was then called. In 1939 he resigned along with his Congress colleagues in protest against the British attitude towards India. On our attaining independence on 15th August 1947, he was appointed Governor of West Bengal. In a few months Rajaji won the hearts of the people of West Bengal and, when in the following year he left Calcutta for Delhi to become the Governor-General of India, they took leave of him with tears in their eyes. He was the first Indian to hold the highest position in the land. After Dr Rajendra Prasad became the first President of free India, Rajaji held important posts in the Central Cabinet. In 1952 he was called upon to become Chief Minister of Madras State and he held that office with great distinction for about two years.

Rajaji won the admiration of the whole country with his practical approach to problems, his patriotic fervour, his robust commonsense and legal acumen.

He believed that:

"They are slaves who fear to speak
For the fallen and the weak;
They are slaves who dare not be
In the right with two or three."

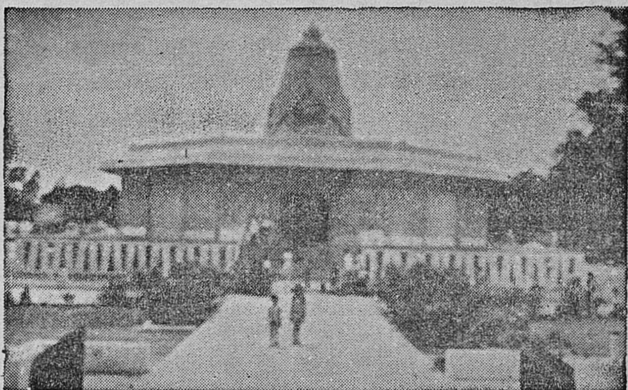
As a hard and disciplined worker, he spared no pains to see that everyone worked hard. Even before he became the Premier in 1937, he used to go to distant villages and towns and tell the people about the evils of drink. As soon as he assumed office as the Premier in 1937, he lost no time in introducing 'Prohibition' in the Madras Presidency. Another thing that Rajaji did was to alleviate the condition of the poor agriculturists who had been burdened with debts. The Indian agriculturist was always indebted; he borrowed money from money-lenders at very high rates of interest and went on paying the interest without being able to pay back the capital. The result was that he paid the capital several times over through the monthly interest and still remained indebted. Rajaji's Agriculturists' Debt Relief Act gave a lot of relief to such agriculturists.

Rajaji was deeply interested in educational reforms. He firmly believed that pupils should be trained to do something with the hand so that they could easily earn a living. He felt that it was useful for our pupils to learn Hindi and English. In 1937 he introduced the teaching of Hindi in the schools. He also wanted the teaching of English to continue. Even when he was over 75 years of age, he undertook long journeys to distant parts of the country to speak on the importance of teaching and learning English. He wrote articles in several leading newspapers and journals about the need to retain English as an official language. Thanks to his persistent efforts, the Government of India agreed to continue the use of English as an associate official language.

Rajaji was an effective speaker both in English and Tamil. He did not speak fast; he did not indulge in dramatic gestures and gesticulations to press home his point. How then did he hold the attention of his audience? He spoke to the point without any verbal flourishes; he made use of suitable and familiar comparisons and apt parables to make difficult ideas clear to the listeners. He had the uncanny ability to present abstract ideas in simple, telling language which everyone in the audience could understand. Even when he addressed large audiences, he had a way of making people feel that he was talking to each one of them individually.

Rajaji's simple, direct and effective style can be seen in his writings too. The Ramayana and the Mahabharata which he originally summarised in Tamil and later translated into English, show his insight into the real meaning of these great epics. His stories in Tamil are read and enjoyed by young and old alike. He used to write letters and articles to many newspapers and journals in and out of India. He had something original and useful to say about any problem that troubled India and the world. He was greatly worried about the nuclear tests that the United States and the Soviet Union were conducting in the late fifties. He appealed to the leaders of both these countries to stop the mad competition in producing and testing destructive arms. He went to the United States in 1963 and held talks with President Kennedy. Many countries invited him to participate in conferences, but he felt that he was too old to undertake such tours.

Rajaji often held, supported and even encouraged views which were not popular but he was always listened to with great respect. Whenever he felt concerned about any problem that affected the country and the world at large, he spoke and wrote frankly about it. The Government of India honoured him with *Bharat Ratna*, the highest award of the land, for his services to the country. He was widely respected throughout the world as a wise, old statesman. Even those who disagreed with him often sought his advice. He died in Madras on 25th December 1972 at the ripe old age of 94. Rich tributes were paid to him for his valuable services for almost three-quarters of a century. The



Rajaji Memorial, Madras

Government of Tamilnadu has bought the house in Thorappalli where Rajaji was born in order to preserve it as a national monument. It has also built a memorial in the city of Madras and this building, symbolising the culture of the whole country, will serve as a source of inspiration to people in all walks of life.

PART III

Exercises

I. Comprehension Questions:

1. Why were people surprised when they saw Rajaji walking along the road?
2. What did Rajaji do for the continuance of English in India?
3. "It was a marvellous experience to see the world for the first time," said Rajaji. What made him say that?
4. Why did Rajaji decide to set up practice in Madras?
5. How did Rajaji spend his time in prison?
6. How did Rajaji help the poor agriculturists?
7. How did Rajaji make his speeches effective?
8. Pick out three adjectives which describe Rajaji's style of writing and speaking.
9. How did Rajaji try to stop the nuclear tests?
10. How did the Government of India honour Rajaji?
11. How has the Government of Tamilnadu honoured the memory of Rajaji?
12. Did Rajaji go abroad at any time?

II Pick out the correct answer from the ones given below and write it down in your notebook:

1. *He spared no pains* means:

   (*a*) he wasted his time.

   (*b*) he did not allow anyone to work hard.

   (*c*) he did everything possible.

2. *He lost no time* means:

   (*a*) he delayed.

(*b*) he acted immediately.

(*c*) he wasted his time.

3. *He was called upon to become Chief Minister* means:

(*a*) he was asked to become the Chief Minister.

(*b*) he was invited by the Chief Minister.

(*c*) several people visited the Chief Minister.

4. *He spoke to the point* means:

(*a*) he did not know what he was talking about.

(*b*) there were no points in his speech.

(*c*) he did not bring in unnecessary points.

5. *He had something original to say about any problem* means:-

(*a*) he had something new to say.

(*b*) he repeated what others had said before.

(*c*) what he said was confusing.

III It was well known to the whole country that he was a man of his convictions.

That he was a man of his convictions was well known.

Rewrite the following sentences in the same way:-

1. It is certain that the prices would come down.
2. It is well known that no nation can progress without discipline.
3. It is possible that my uncle will arrive this evening.

IV Rajaji read out the plays of Shakespeare very effectively. His listeners felt that they were seeing the plays enacted.

The sentence above can be rewritten as:

Such was the effect of Rajaji's reading of Shakespeare's plays that his listeners felt that they were seeing the plays enacted.

Rewrite the following sentences in a similar way:

1. Raman acted as Gandhiji very well. People thought that they were looking at Gandhiji in person. (Such was the way Raman acted————)

2. He roared exactly like a lion. We thought that a real lion had come into the room. (Such was the way he roared......)

3. The magician performed his feats very effectively. People felt that they were in a different world. (Such was the effect of the magician's performance.......)

V Choose words or phrases from those given in brackets and rewrite the sentences given below:

1. Many poor pupils go to school............(by car, by bus, on foot).
2. Because of his (persistent, indifferent) efforts he secured the first rank in the examination.
3. As Asoka's army was very powerful, the Kalinga army (advanced, retreated).
4. People were (glad, surprised) that Rajaji walked to the station.
5. Our achievement in having sent Aryabhatta into space can be described as (ordinary, marvellous).
6. Poor farmers are often in trouble because they are (indebted, prosperous).
7. Rajaji worked hard to (stop, retain) the teaching of English.

ON THE RECEIPT OF MY MOTHER'S PICTURE

Oh, that those lips had language! Life has passed
With me but roughly since I heard thee last.
Those lips are thine - thy own sweet smiles I see,
The same that oft in childhood solaced me;
Voice only fails, else how distinct they say,
'Grieve not, my child, chase all thy fears away!
The meek intelligence of those dear eyes
(Blest be the art that can immortalize,
The art that baffles time's tyrannic claim
To quench it here shines on me still the same).

Faithful remembrancer of one so dear.
Oh welcome guest, though unexpected, here!
Who biddest me honour with an artless song,
Affectionate, a mother lost so long.
I will obey not willingly alone,
But gladly, as the precept were her own;
And, while that face renews my filial grief,
Fancy shall weave a charm for my relief-
Shall steep me in Elysian reverie,
A momentary dream, that thou art she.

—William Cowper

Notes :

William Cowper (1731-1800) is recognised as one of the best English descriptive poets. He was one of the greatest letter writers. When he was six, he lost his mother, whom he loved immensely.

Later in 1790, when he received a small picture of his mother, painted on canvas, quite unexpectedly, he was so pleased and charged with emotion that he composed a poem of 121 lines. He recalls his childhood experience, his fondness for his mother and his happiness in thinking about her. He wrote the lines 'not without tears'.

Oh, that those lips had language: I wish she could speak to me

language	:	power of speech
but roughly	:	with great difficulty
last	:	in 1737
solaced	:	gave comfort and cheer
meek intelligence	:	understanding which looks humble
immortalize	:	make it live for ever
baffles	:	defeats
tyrannic	:	as a tyrant

'it' stands for 'meek intelligence'

biddest	:	commands
not willingly alone	:	not with the greatest willingness
precept	:	command
fancy	:	imagination
Elysian	:	very happy [The abode of the blessed after death is Elysium, according to Greek mythology]
reverie	:	day-dream.

Comprehension Questions:

1. What was Cowper's life like after the death of his mother?
2. What advice do the speechless lips seem to give the poet?
3. First he speaks about his mother's lips. What else does he describe? How?
4. What does his mother seem to say to him?
5. What quality of the art of painting does the poet appreciate? Why?
6. Are the remembrancer and the guest the same?
7. Lost so long - How long had she been dead?
8. How does Cowper find relief from the grief?
9. Why does he say he wrote the poem in his mother's honour?
10. How would the charm benefit the poet?

TO A BUTTERFLY

I've watched you now a full half-hour,
Self-poised upon that yellow flower;
And, little Butterfly! indeed,
Indeed I know not if you sleep or feed;
How motionless! nor frozen seas
More motionless! and then
What joy awaits you, when the breeze
Hath found you out among the trees,
And calls you forth again!
This plot of orchard ground is ours;
My trees they are, my sister's flowers;

Here rest your wings when they are weary;
Here lodge as in a sanctuary!
Come often to us, fear no wrong;
Sit near us on the bough!
We'll talk of sunshine and of song,
And summer days when we were young—
Sweet childish days, that were as long
As twenty days are now.

— *William Wordsworth*

Notes:

self-poised: balancing oneself; balanced
orchard: garden; enclosure with fruit-trees
sanctuary: holy place; protected place

Comprehension Questions :

1. Why does the poet wonder whether the butterfly is feeding or sleeping?
2. Describe how the poet invites the butterfly to rest in his orchard.
3. What does the poet want to talk to the butterfly about?
4. "..days, that were as long as twenty days are now."—How did the childhood days appear long? Were they full of happiness?

TO BLOSSOMS

Fair pledges of a fruitful tree,
Why do ye fall so fast?
Your date is not so past;
But you may stay yet here a while,
To blush and gently smile,
And go at last.

What! were you born to be
An hour or half's delight,
And so to bid Good-night?
'Twas pity Nature brought ye forth
Merely to show your worth
And lose you quite.

But you are lovely leaves, where we
May read how soon things have
Their end, though ne'er so brave:
And after they have shown their pride
Like you a while, they glide
Into the grave.

—Robert Herrick

Notes:

pledge: promise
blush: to become red in the face (from shame or confusion)
merely: only
quite: for ever
glide: move gently
leaves: leaves of the tree and also pages of a book

Comprehension Questions:

1. Do the flowers remain in the tree for ever?
2. Which lines tell us that the poet feels sad that the flowers do not last for ever?
3. "To blush and gently smile,"—What is the poet comparing the flowers to?
4. Explain in a sentence or two the poet's comparison of the flowers to the pages of a book.
5. What does the word "brave" mean here?
6. "They glide into the grave."—Who glide into the grave?
7. What lesson do we learn from the short life of a flower?

HOME THOUGHTS FROM ABROAD

Oh, to be in England
Now that April's there,
And whoever wakes in England
Sees, some morning, unaware,
That the lowest boughs and the brushwood sheaf
Round the elm-tree bole are in tiny leaf,
While the chaffinch sings on the orchard bough
In England—now!

And after April, when May follows,
And the whitethroat builds, and the swallows!
Hark, where my blossomed pear-tree in the hedge
Leans to the field and scatters on the clover
Blossoms and dew-drops—at the bent spray's edge—
That's the wise thrush; he sings each song twice over,

Lest you should think he never could recapture
The first fine careless rapture!
And though the fields look rough with hoary dew,
All will be gay when noontide wakes anew
The buttercups, the little children's dower
—Far brighter than this gaudy melon-flower!

— *Robert Browning*

Notes:

brushwood:	small bushes growing together thickly.
bole:	trunk of the tree.
clover:	low-growing plant with sweet-smelling white or red flowers and three leaves on each stalk.
rapture:	great delight.
hoary:	old.
dower:	(generally) property; a gift of nature.
gaudy:	gay or bright in a vulgar way.

Comprehension Questions:

1. Name the songbirds mentioned in the poem.
2. Which are the birds that build?
3. What is the poet's explanation for the thrush singing every note twice?
4. What wakes up the buttercups?
5. How does the poet describe the buttercups?
6. What do the words "the first fine careless rapture" mean?

WHERE THE MIND IS WITHOUT FEAR

I

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee into everwidening thought and action—
Into that heaven of freedom, my Father, let my country awake.

II

This is my prayer to thee, my lord—strike, strike at the root of penury in my heart.
Give me the strength lightly to bear my joys and sorrows.
Give me the strength to make my love fruitful in service.
Give me the strength never to disown the poor or bend my knees before insolent might.
Give me the strength to raise my mind high above daily trifles.
And give me the strength to surrender my strength to thy will with love.

Rabindranath Tagore

Notes :

Tagore (1861-1941) wrote mainly in Bengali, but he also wrote in English and translated into English some of his Indian writings. "His works are marked by deep religious feelings, a strong sense of the beauty of earth and sky in his native land and by love of childhood."

The lines prescribed are taken from his famous work Gitanjali' (1912).

Stanza I :

the head is held high:	the head is held proudly i.e. without being afraid of any one.
fragments:	pieces.
narrow domestic walls:	political, racial and religious differences.
tireless striving:	making great efforts for something.
dreary desert:	(Note the contrast between 'clear stream' and 'dreary desert.')
dead habit:	opinions, beliefs and customs that do not change.

Stanza II :

penury:	poverty.
disown (the poor):	say that one does not wish to have any connection with (the poor).
bend one's knees:	to submit.
insolent might:	the mighty or the powerful who are proud and arrogant.
trifles:	things of little value or importance.

Comprehension Questions :

Stanza I:

1. Is the poet happy or unhappy?
2. What is the poet's desire?

3. Examine the phrases the poet has used to describe "that heaven of freedom"

4. What is the significance of the following comparisons:
   a) narrow domestic walls.
   b) the depth of truth.
   c) clear stream of reason.
   d) dreary desert sand of dead habit.

5. What kind of freedom is the poet wishing for in these lines?

Stanza II:

1. How does the poet's prayer differ from your own prayer?

2. Examine the use of the word 'strength' in these lines:
   a) What kind of strength is the poet praying for? Is it physical strength?
   b) What does he need strength for?
   c) What do you understand by the phrase "strength to surrender"

3. a) Why does the poet repeat the word **strike** in line I?
   b) Comment on the comparison used in this line.

EVEREST

(To all who explore New Paths)

What went you forth to find?
What new thing would you know?
What secret read in the Mother of Mountains' blind
blind eyes? What learn at her barren breast of snow?
For what new thing should men
so strive, so agonize?
Is there some wonder in the remoteness beyond our ken;
Some beauty; some wisdom beyond the dream of the wise?

Nay, not for that we strove,
nor any new thing found;
but this truth, ancient and everlasting, did we prove,
this beauty, this wisdom, on the high untrodden ground;
that where the safe ways end,
known and unknown divide,
God's great uncharted passes upward tend,
and the spirit of man undaunted is undenied;
and beyond the last camp-fire man has Faith for friend
and beyond all guidance the courage of God for guide.

— *Horace Shipp.*

Notes:

agonize:	suffer pain.
remoteness:	distance.
ken:	sight.
uncharted:	unmapped.
undaunted:	unafraid, fearless.

Comprehension Questions:

1. How does the poet describe Everest?
2. Which line describes that the higher we go the greater is our difficulty?
3. What is man's guide beyond the safe, familiar paths?
4. What makes man undertake adventures?
5. Who is man's friend beyond the last camp-fire?
6. Pick out the line that says that what is unseen has a great fascination for us.
7. Explain the words "her barren breast of snow"

AFTER BLENHEIM

It was a summer evening
    Old Kaspar's work was done,
And he before his cottage door
    Was sitting in the sun;
And by him sported on the green
    His grandchild Wilhelmine.

She saw her brother Peterkin
    Roll something large and round
Which he beside the rivulet
    In playing there had found
That was so large and smooth and round.

Old Kaspar took it from the boy
    Who stood expectant by;
And then the old man shook his head,
    And with a natural sigh,
' Tis some poor fellow's skull,' said he
    'Who fell in the great victory.'

'I find them in the garden,
    For there's many here about;
And often when I go to plough
    The ploughshare turns them out.
For many thousand men,' said he,
    'Were slain in that great victory.'

'Now tell us what it was all about,'
    Young Peterkin he cries;
And little Wilhelmine looks up
    With wonder-waiting eyes;
'Now tell us all about the war,
    And what they fought each other for.'

'It was the English,' Kaspar cried,
    'Who put the French to rout;
But what they fought each other for
    I could not well make out.
But everybody said,' quoth he,
    'That 'twas a famous victory.'

'My father lived at Blenheim then,
    Yon little stream hard by;
They burnt his dwelling to the ground,
    And he was forced to fly:
So with his wife and child he fled,
    Nor had he where to rest his head."

'With fire and sword the country round
    Was wasted far and wide,
And many a childing mother then
    And new-born baby died:
But things like that, you know, must be
    At every famous victory.

"They say it was a shocking sight
After he field was won:
For many thousand bodies here
Lay rotting in the sun:
But things like that, you know, must be,
After a famous victory.

'Great praise the Duke of Marlbro' won
And our good prince Eugene;'
'Why 'twas a very wicked thing!'
Said little Wilhelmine;
'Nay......nay.......my little girl,' quoth he,
'It was a famous victory.'

'And everybody praised the Duke
Who this great fight did win.'
'But what good came of it at last?'
Quoth little Peterkin:—
'Why that I cannot tell,' said he,
'But it was a famous victory.'

— *Robert Southey*

Notes:

sported: played.
rivulet: small stream.
expectant: waiting hopefully.
put to rout: utterly defeated.
wasted: destroyed.
nor had he where to rest his head: He had no home to rest in.

Comprehension Questions:

1. What is the poem about?
2. What did Wilhelmine see?
3. What did Kaspar say about the skull?
4. What did Kaspar say about his father?
6. Is Kaspar bitter about what happened to his father?
6. What is Kaspar's explanation for the death and destruction caused by the war?
7. Which are the lines that describe the battle-field?
8. What do the children say about the war?
9. What message does the poem give us about war?

ULYSSES

The lights begin to twinkle from the rocks:
The long day wanes; the slow moon climbs; the deep
Moans round with many voices. Come, my friends,
Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.

It may be that the gulfs will wash us down;
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we know.
Tho much is taken, much abides; and tho'
We are not now that strength which in old days

Moved earth and heaven; that which we are, we are:
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

Lord Tennyson

Notes :

Ulysses is speaking in the poem. Ulysses returned from his wanderings and finds his home less attractive than he had imagined in his travels. He feels that everything is changed. Though he has grown older, he wishes to set out once again on his wanderings.

The poem says that we are really never too old to look for adventures.

the deep:	the deep sea
smite the sounding furrows:	row hard
beyond the sunset:	far away in the western direction
gulfs:	depths of the sea (The Atlantic Ocean was an unknown sea for the Greeks)
the Happy Isles:	the Atlantis, a large island in the western sea in Greek legends.
Achilles:	the great Greek hero who fought against Troy
abides:	remains
that strength:	that force, mighty body of men
old days:	in our youth
one equal temper of heroic hearts:	brave men, all equally heroic.

Comprehension Questions:

1. Where does Ulysses want to go?
2. Which lines tell you that Ulysses is old now?
3. Read out the lines which tell you that Ulysses is strong in heart?
4. What is the theme of the poem?
5. Explain in your own words the following lines:

    " 'Tis not too late to seek a newer world!"
    " To strive, to seek, to find, and not to yield".

THE LONELY CHILD

Silver Star,
Will you be my mother?
Will you stay with me
And kiss me in the black night when I cry?

Laughing Wind,
I want you for a brother.
Will you play with me
And tell me stories of the sea and sky?

Sometimes, O wind,
You know I am so lonely;
O star, I am afraid
Of sounds and creeping shadows on the wall..

God, they say,
Loves little children, only
I wish that He had made
Someone to love me and hear me call.

Birds and bees
And flowers have one another.
The lambkin and the lark
The grey mouse and the squirrel and the deer...

Does God forget
How much I want a mother
To hold me in the dark
And whisper lovely secrets in my ear?

— *Sarojini Naidu*

Notes:

black night: dark night
lambkin: little lamb

Comprehension Questions:

1 Why does the child want the star for his mother?
2 Why does he call the wind "laughing wind"?
3. How can the wind tell stories of the sea and sky?
4. Why does the child say:
"I wish that He had made
Someone to love me and to hear me call?"
5. What does the child expect of a mother?

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A THING OF BEAUTY

A thing of beauty is a joy for ever:
Its loveliness increases; it will never
Pass into nothingness; but still will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing.
Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways

Made for our searching: Yet, in spite of all
Some shape of beauty moves away the pall
From our dark spirits. Such the sun, the moon,
Trees old, and young, sprouting a shady boon
For simple sheep; and such are daffodils
With the green world they live in; and clear rills

That for themselves a cooling covert make
Gainst the hot season; the mid forest brake,
Rich with a sprinkling of fair musk-rose blooms:
And such too is the grandeur of the dooms
We have imagined for the mighty dead;
All lovely tales that we have heard or read:
An endless fountain of immortal drink,
Pouring unto us from the heaven's brink.

John Keats

Notes :

This piece is taken from Keats's first long poem 'Endymion' The poet wants to escape from the world of reality and find beauty in the loveliness of nature, in the story of the world's heroism and in the lovely tales that he has heard or read.

a bower quiet:	a peaceful place
wreathing:	making a garland
despondence:	losing hope and courage
pall:	sadness
rill:	a small stream
covert:	a shelter for wild birds and animals
brake:	thicket
brink:	edge

Comprehension Exercises:

1. What will never disappear?
2. How does a thing of beauty help a sorrowful heart?
3. Name some of the objects in nature that would give you pleasure.
4. Explain the meaning of the following lines:
   a) And such too is the grandeur of the dooms
   We have imagined for the mighty dead;
   b) And endless fountain of immortal drink,
   Pouring unto us from the heaven's brink.

THE LOTUS

Love came to Flora asking for a flower
That would of flowers be undisputed queen,
The lily and the rose, long, long had been
Rivals for that high honour. Bards of power

Had sung their claims. 'The rose can never tower
Like the pale lily with her Juno mien'—
'But is the lily lov'lier? Thus between
Flower-factions rang the strife in Psyche's bower.
'Give me a flower delicious as the rose
And stately as the lily in her pride'--
'But of what colour?'--'Rose-red', Love first chose
Then prayed,--'No, lily-white,--or, both provide';
And Flora gave the lotus, 'rose-red' dyed,
And 'lily-white',—the queenliest flower that blows.

Toru Dutt

Notes:

Toru Dutt (1856-1877) was a great poetess. She wrote a number of poems in English and French. The theme and spirit of her poems are Indian. She died at the age of twenty-one, but she has left behind her rich poetry that has won her a permanent place among Indian writers in English.

THE LOTUS describes an imaginary dispute among flowers.

(A Sonnet is a fourteen-line stanza. Note the rhyme scheme—abba, abba, cdcd, ef)

Love:	God of Love
Flora:	Goddess of flowers in Roman mythology
bards :	poets
their claims:	their worthiness to be the queen of flowers
Juno	Queen of the Gods and wife of Jove in Greek mythology.
mien:	appearance

flower factions:	dispute among groups of flowers
strife:	quarrel or dispute, struggle for victory
Psyche:	soul or mind pictured as Goddess in Greek mythology
delicious:	charming to the senses or the mind
stately :	dignified, majestic

(Love and Flora are personified. Personification is a figure of speech in which a non-living object is spoken of as though it has human qualities and feelings.)

Comprehension Questions:

1. What kind of flower did Love want from Flora?
2. Who were the two rivals for the place of honour?
3. Describe the strife between flower-factions.
4. How did the strife end?
5. Why do you think that the lotus is the queenliest flower?
6. What do the following lines mean?

   "Give me a flower delicious as the rose
   And stately as the lily in her pride"-

7. tower, delicious, lovelier, stately—

   Which flower does each of these words qualify?

LIST OF NEW WORDS AND PHRASES

(Number in brackets shows the lesson in which the word is first introduced)

abandon (11)
abandoned
absorbed (3)
accurate (5)
accuracy
accuse (1)
achievement (1)
acquit (1)
acquittal (3)
acumen (13)
advance (v) (6)
admire (7)
admiration (3)
agitation (1)
agony (8)
agonised
alleviate (11)
allowance (4)
altitude (5)
amazing (5)
apology (4)
apologize
apprentice (9)
appropriate (5)
aspire to (9)
apt (13)
associate (13)
astronaut (2)
atmosphere
banquet (12)
based on (10)
betray (8)
blare (6)
blood stained (8)
blush (8)
break out (12)
(to) call upon (13)
celebrity (7)
change one's mind (4)
character (in a story) (10)
club (4)
come to harm (12)
commit to memory (1)
concerned about (13)
condemned to (1)
conference (12)
confident (3)
conspiracy (3)
consist of (6)
conspire (12)

console (8)
consul (8)
convince (1)
convict (n) (8)
courtier (6)
curious (2)
curiosity
curse (v) (12)
dedicated (adj) (1)
dedication (1)
defend (6)
defence
deformed (12)
depose (12)
delighted (4)
deserve (1)
despair (9)
destitute (11)
determined (12)
devote (1)
direction (5)
disinterested (1)
disparity (14)
distinction (13)
distinguished (7)
divorce (1)
dower (Poem)
duke (12)
dukedom
electroplate (9)
eloquent (3)
emancipation (7)
employee (9)
endeavour (v) (1)
engage (12)
entertainment (12)
esteem (3)
estimate (v) (5)
evidence (1)
exertions (1)
exhorted (3)
expectant (12)
extraordinary (1)
extravagance (4)
fairy (10)
fantasy (10)
fascination (10)
favour (v) (13)
feat (5)
feel at home. (10)
filial (3)
flog (8)
(to one's) finger (tips) (13)
frown (v) (8)
fruitful (2)
gang (8)

genererous (3)
generosity (3)
genius (9)
gesticulations (13)
gesture (4)
gratefully (10)
gratitude (3)
grave (3)
headlong (6)
hedge (Poem)
hoary (Poem)
hygiene (11)
hygienic
ignore (7)
imaginary (11)
immense (9)
imperial (1)
impression (1)
in common (1)
incur (3)
indomitable (3)
industrious (1)
influence (n) (1)
in haste (8)
in high spirits (4)
inn (8)
inspire (1)
inspiration (3)
instance (3)
in store for (12)
insight (into) (13)
instinct (5)
in the open (11)
invade (6)
invisible (2)
invigorating (3)
lambkin (Poem)
launch (7)
liberate (7)
long for (12)
loss (10)
make a fool of oneself (4)
makings (7)
meekness(7)
mercy (9)
mess (7)
migrate (5)
migration (5)
miracle (2)
misery (12)
miserable
missionary (11)
model (4)
monstrous (10)
mutual (14)
mystery (2)

mysterious
naturalist (5)
nuclear (tests) (13)
observation (5)
offend (8)
offence (1)
oppress (1)
oppression
orchard (Poem)
originally (5)
ornithologist (5)
parable (13)
passionate (7)
peer (v) (8)
perish (5)
persistent (13)
persuasion (8)
pierce (6)
pile up (3)
pilgrim (7)
planet (2)
plunge (v) (12)
polish (6)
possibility (2)
precise (5)
precocious (13)
premier (13)
(to) press (things home) (13)
prevail on (1)
prestige (3)
process (9)
prominence (3)
puzzle
question (v) (8)
rare (3)
recognition (9)
reconcile (1)
recover from (6)
regard (v) (4)
regret (n) (12)
regularity (5)
remote (2)
remoteness
residence (7)
retreat (v) (6)
reveal (3)
revolt (n) (1)
reward (8)
robust (13)
ring (echo) (7)
roof (v) (Poem)
rout (n) (6)
rumble (12)
rumour (8)
sacrifice (v) (1)
sack (v) (6)

sanctuary (11)
sedition (3)
self (11)
self-reliance (14)
scholar (12)
scholarly
set off (3)
skilful (3)
slum (11)
sovereign (coin) (4)
spirit of sacrifice/hope/faith (1)
spiritual
spiritualise (1)
spokesman (8)
sufficient (4)
superstitious (8)
suppress (7)
suppression (12)
surpassing (adj) (12)
swallow (v) (Poem)
ink (v) (Poem)
bolise (13)
pathy (4)
sympaahetic
tend (11)
threaten (12)
to be overcome by (2)
to burst into tears (7)
to get rid of (10)
to rejoice at (3)
to take leave of (3)
to take pity on (8)
to talk the matter over
to try something (12)
to work at (9)
torment (v) (12)
tragic (10)
tramp (8)
treason (1)
treachery (12)
tremendous (14)
twilight (3)
uncanny (13)
uncharted (Poem)
undaunted (Poem)
upright (1)
uprightness (1)
usurp (12)
vanish (12)
vehement (7)
vision (Poem)
violent (11)
volcano (2)
voluntary (6)
vow (n) (11)
witch (12)
with a will (3)

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